DOCUMENT RESUME

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ABSTRACT

The Research and Development Interpretation Service (RDIS) has been collecting reading research to identify items that will be most useful to the regional exchanges and their clients. This bibliography, the result of that work, lists the items in alphabetical order by author. The items are also indexed according to major topic areas, including reading comprehension, reading instruction, beginning reading, remedial reading, reading difficulty, and reading processes. Each entry includes publication information, availability, an abstract, and a list of topic descriptors. (RL)

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Reading

Annotated Bibliography

September 1979

005131

Foreword

For the past two years the staff members of the Research and Development Interpretation Service (RDIS) have been collecting research syntheses in the area of reading. This annotated bibliography is a result of that process and of our work to identify the items that will be of most use to the regional exchanges and their clients.

The bibliography is organized in alphabetical order, and the items are also indexed according to major topic area. Since our collecting process is a continuing one and since we shall be sending you additional pages as we expand the bibliography, we recommend that you keep your copies in a looseleaf binder.

If there are listed documents which you would like to borrow from our collection, please contact the RDIS staff.

Linda Reed
Director
Research and Development Interpretation Service
CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139
314/781-2900

Accession Number: RE 290

Adams, Marilyn J.; Anderson, Richard C.; and Durkin, Dolores. Beginning Reading: Theory and Practice. Reading Education Report No. 3. Champaign, Illinois: Center for the Study of Reading, University of Illinois, and Cambridge, Massachusetts: Bolt, Beranek and Newman, Inc., 1977. 15 pp.

Availability: **Order Number:**

Center for the Study of Reading
University of Illinois at Urbana-Champaign
51 Gerty Drive
Champaign, IL 61820

ED 151 722

Abstract:

This paper interprets reading as an interactive process between the information in the reader's head and the information in the text. The bulk of the article is devoted to consideration of a number of problems encountered by beginning readers and what those problems imply for reading instruction. Problems discussed are related to decoding, syntax, the differences between spoken and written language, semantics, and text organization. Eight references are cited; the most recent is dated 1976.

Descriptors:

*Beginning Reading, *Reading Comprehension, *Reading Instruction, *Reading Processes, Semantics, *Reading Research, Decoding (Reading), Primary Education, Syntax, Research Needs, Structural Analysis, Vocabulary Development.

Accession Number: RE 135

Allen, P. David, and Watson, Dorothy J., eds. Findings of Research in Miscue Analysis: Classroom Implications. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English, 1976. 256 pp.

Availability:

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

Order Number:

NCTE 17330

Also in ERIC: ED128 762

Abstract:

This volume brings together the concepts and assumptions underlying research on children's miscues in oral reading done at Wayne State University from 1965-1974, the basic research design, the complex nature and function of the Goodman Taxonomy of Oral Reading Miscues, the findings of the research, and, finally, its implications for reading instruction. Each of the contributors to the book was involved directly with the research; ten doctoral dissertations and four federally-funded projects are represented. The appendices contain the latest Goodman Taxonomy of Reading Miscues, a brief description of the oral reading miscue studies discussed throughout the volume, and a bibliography of related writings.

Descriptors:

*Miscue Analysis, *Oral Reading, *Reading Diagnosis, *Reading Instruction, *Research, *Taxonomy, Elementary Education, Decoding (Reading), Language Usage, Reading Comprehension, Syntax, Bibliographies, Phoneme Grapheme Correspondence, Reading Research, Semantics

Accession Number: RE 281

Anderson, Thomas H. Another Look at the Self-Questioning Study Technique. Reading Education Report No. 6. Champaign, Illinois: Center for the Study of Reading, and Cambridge, Massachusetts: Bolt, Beranek and Newman, Inc., 1978. 19 pp.

Availability:

Center for the Study of Reading
University of Illinois at Urbana-Champaign
51 Gerty Drive
Champaign, IL 61820

Order Number:

ED 163 441

Abstract:

This paper considers the research evidence supporting the use of the self-questioning study technique in increasing reading comprehension. Five recent investigations are described in which positive effects in student comprehension were obtained. The author describes a model for using the technique and gives some possible explanations of why it works. Because all the research cited has been done with teenagers and young adults, no conclusions are drawn about its effectiveness with children, although the author believes that it will be difficult for them because of some evidence that children have much more trouble with mental comprehension tasks than do young adults. One recommendation he makes is that teachers and researchers devise and validate procedures for assessing the quality of student-generated questions, since comprehension is in doubt if those are directed at insignificant details.

Descriptors:

*Autoinstructional Aids, *Independent Study, *Questioning Techniques, *Reading Comprehension, *Reading Research, *Study Skills, Comprehension Development, Secondary Education, Higher Education, Student Opinion, Study Habits

Accession Number: RE 322

Artley, A. Sterl. The Controversy: Reading Problem or Learning Disability - What are the Issues? Paper presented at the Annual Meeting of the International Reading Association, 1975. 13 pp.

Availability: | **Order Number:**

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

ED 110 960

Abstract:

This paper discusses the current confusion in differentiating between reading disabilities and learning disabilities, as well as the role of the learning and reading specialist. The origin and history of the movement toward helping children labeled as having a reading or learning handicap are examined, and various definitions are discussed. It is concluded that the definition of learning disabilities is related to cerebral dysfunction and similar problems, and the definition of reading disabilities is related to educational, mental, social, and emotional problems. For the classroom teacher, however, such a distinction is still too vague and in many cases too impractical to serve as a guide for remediation.

Descriptors:

Definitions, *Learning Disabilities, *Reading Difficulty, Remedial Reading Programs, *Retarded Readers

Accession Number: RE 278

Asher, Steven R. Sex Differences in Reading Achievement. Reading Education Report No. 2. Champaign, Illinois: Center for the Study of Reading, and Cambridge, Massachusetts: Bolt, Beranek and Newman, Inc., 1977. 27 pp.

Availability:

Center for the Study of Reading
University of Illinois at Urbana
51 Gerty Drive
Champaign, IL 61820

Order Number:

ED 146 567

Abstract:

This paper reviews the evidence from inquiries into the reasons why boys in American elementary schools are more likely than girls to have serious reading problems, as indicated by the much larger percentage of boys than girls in remedial reading classes. Two strands of research are examined: (1) studies on the possibility that the predominance of female teachers in elementary schools has a negative effect on boys' reading performance; and (2) studies on the effects of children's interest in the reading task and in the reading material on their reading performance. The studies reveal that male and female teachers are associated with similar achievement outcomes, that their behavior toward boys and girls is quite similar, and that they share common values about appropriate classroom behavior. These data do not support the hypothesis that boys might read better if they had male teachers. Studies on the interest level of reading material show that both boys and girls comprehend more on high-interest than on low-interest material, but do not show whether this may be true because children are more knowledgeable about the content in areas in which they are interested, nor do they show whether high-interest reading programs reduce or eliminate sex differences in achievement. The author does conclude that focusing on the content of what students read will have more impact on boys' reading performance than attending to whether their teachers are male or female. Fifty-eight references are cited; the most recent is dated 1976.

Descriptors:

*Literature Reviews, *Reading Achievement, *Reading Instruction, *Reading Interest, *Reading Materials, *Sex Differences, Reading Research, Performance Factors, Elementary Education

Accession Number: RE 267

Aukerman, Robert C., ed. Some Persistent Questions on Beginning Reading.
Newark, Delaware: International Reading Association, 1972. 169 pp.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

Order Number:

451

Also in ERIC: ED 071 037

Abstract:

This volume is a collection of papers which were presented at the International Reading Association convention at Atlantic City. The authors are scholars concerned with early childhood education. They provide some of the "best" answers available to such questions as: Is implicit speech a natural adjunct of the reading process? What are the the components of a language arts program in the primary grades? What are some of the best measures for assessing readiness? What are some of the better strategies in preschool beginning reading programs? and Are linguistic strategies better than traditional phonics in teaching reading?

Descriptors:

*Beginning Reading, *Reading, *Reading Development, *Reading Instruction, *Reading Processes, Decoding (Reading), Early Reading, Reading Achievement, Reading Readiness, Measurement, Reading Materials, Reading Skills, Silent Reading

Accession Number: RE 247

Aulls, Mark W. Developmental and Remedial Reading in the Middle Grades.
Boston: Allyn and Bacon, 1978.

Availability:

Order Number:

Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210

Abstract:

This book is intended to provide the middle grades teacher with a practical resource for implementing ideas about developmental and remedial reading instruction into realistic classroom practices. There are four distinct but related sections: Questioning; Developmental Instruction; Remedial Instruction; and Group and Individual Teaching. The book includes an assortment of testing tools and techniques with guidelines for interpreting the results as well as diagnostic strategies for detecting problems in students who are reading two or more years below their grade level. Also presented are a variety of instructional methods, with ways to utilize them in different kinds of classrooms. The appendix includes a lengthy annotated list of developmental and remedial resources that the middle grades teacher may find useful.

Descriptors:

Intermediate Grades, Developmental Reading, Remedial Reading, Reading Instruction, Reading Diagnosis

Accession Number: RE 233

Barnitz, John. "Toward Understanding Syntax in Reading Comprehension: Review of Resources." Studies in Language Learning. Volume 1. Urbana: University for Foreign Language Study and Research, University of Illinois, Fall 1975. 17 pp.

Availability:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

Order Number:

ED 140 604

Abstract:

The purpose of this review article is to survey some of the current research in linguistic syntax and the reading process. It also presents a summary of recent developments in applied linguistics. Reading comprehension is viewed as an interactive communication process where the reader uses his knowledge and cognitive linguistic processes, especially his knowledge of syntax to construct meaning from the printed page. Linguistic research on reading is reviewed, illustrating the parallel development of studies in syntactic-semantic theory and research on the reading process. The information is grouped under the following headings: (1) Modern Trends in Reading Education Theory; (2) Evaluation of Syntactic and Semantic Theory, and (3) On Aspects of the Reading Process and Applied Linguistics. A bibliography is given for both general linguistics and reading education research until early 1975.

Descriptors:

*Literature Reviews, *Reading Comprehension, *Reading Processes, *Reading Research, *Resource Materials, *Syntax

Accession Number: RE 205

Beck, Isabel L., and McCaslin, Ellen S. An Analysis of Dimensions That Affect the Development of Code-Breaking Ability in Eight Beginning Reading Programs. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada. University of Pittsburgh: Learning Research and Development Center, 1977. 69 pp.

Availability: **Order Number:**

Learning Research and Development Center
University of Pittsburgh
160 N. Craig St.
Pittsburgh, PA 15213

ED 155 585

Abstract:

This paper considers and compares eight commercial reading programs used in elementary schools. The analysis focuses on how instruction is arranged in the first two grades for teaching beginning readers to understand that printed letters represent particular sounds and words in oral language. The dimensions analyzed are: what is taught (the letter/sound correspondences), the sequencing of these correspondences, and how the correspondences are taught to children in the various programs.

Descriptors:

*Basic Reading, *Beginning Reading, *Phonics, *Program Evaluation, *Reading Instruction, *Reading Programs, Compensatory Education, Decoding (Reading), Elementary Education, Phoneme Grapheme Correspondence, Reading Materials

Accession Number: RE 234

Berger, Allen, and Andolina, Charlene. Dissemination of Reading Research to Secondary School Teachers and Administrators. Paper presented at the Annual Meeting of the National Reading Conference, December 1976, at Atlanta. 12 pp.

Availability:	Order Number:
ERIC Document Reproduction Service P. O. Box 190 Arlington, VA 22210	ED 131 418

Abstract:

Research trends in secondary reading led the authors to investigate the process of dissemination of reading research to secondary school teachers and administrators. In considering ways of disseminating research, the concept of a continuum is introduced. At one extreme are the schools that take the responsibility for conducting their own research. In the middle are schools whose supervisory staff share research findings which have been published. Toward the end are the schools that bring in experts to talk to the teachers and administrators. At any point along this continuum, a breakdown can occur which interferes with the dissemination process. The person directing the research may leave the school, the manner and form in which research is shared may not be conducive to implementation, or an administrator may invite an expert who does not do a good job of bridging the gap between research and practice. The authors suggest alternative approaches to enhance the process of disseminating reading research throughout secondary schools in the United States.

Descriptors:

*Information Dissemination, *Reading Research, *Research Utilization

Accession Number: RE 032

Blanton, William E. Preschool Reading Instruction: Information for the Administrator. Putting Research into Educational Practice Report No. 39. Washington, D.C.: National Institute of Education, 1972. 46 pp.

Availability:	Order Number:
Superintendent of Documents U. S. Government Printing Office Washington, D.C. 20402	DHEW Pub. #(NIE) 73-27625 ED 078 962

Abstract:

This report, intended for school administrators, opens with a chapter summarizing research findings on preschool reading instruction. Subsequent chapters include information which an administrator can use to determine the parameters of a preschool reading program, and as guidelines for observing and evaluating preschool reading programs. One section describes "promising preschool programs offering reading instruction" in various parts of the United States. Steps for implementing a program of preschool reading are given. Th publication cites ninety-six references; the most recent date is 1971. A list of publishers of tests for measuring readiness and early reading skills is included.

Descriptors:

*Preschool Education, *Reading Instruction, *Program Evaluation, *Program Planning, *Administrator Guides, Reading Tests, Check Lists

Accession Number: RE 031

Blanton, William E. *A Teacher's Guide to Preschool Reading Instruction*. Putting Research into Educational Practice Report No. 40. Washington, D.C.: National Institute of Education, 1973. 81 pp.

Availability:	Order Number:
Superintendent of Documents U. S. Government Printing Office	1780-01115
Washington, D.C. 20402	ED 078 963

Abstract:

This report opens with a brief question and answer section synthesizing research on preschool reading instruction. Subsequent chapters on "Reading Readiness and Early Reading Instruction, "Grouping the Preschool Reading Instruction," and "Motivating Children to Read" include many suggestions for classroom activities. The remaining sections of the report list materials and books for preschool reading instruction, books for preschool children, and publishers of reading materials. Ninety-seven references are cited; the most recent is dated 1971.

Descriptors:

*Preschool Education, *Reading Readiness, Books, *Reading Instruction, *Reading Materials, *Teaching Guides, Student Motivation, Publishing Industry, Grouping, Motivation

Accession Number: RE 236

Boyce, Max W. A Comprehensive Bibliography of the Cloze Procedure. Prepared at State College of Victoria at Toorak: Victoria, Australia, October 1974. 31 pp.

Availability:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

Order Number:

ED 099 830

Abstract:

This comprehensive, 300 item bibliography on the cloze procedure lists a significant proportion of the cloze literature. It is comprised of books, articles, and papers in which there is at least a substantial and/or significant cloze component. The references are arranged in alphabetical order by authors. Those citations that have been published outside of the United States have been noted with an asterisk. Where possible, references to "Dissertation Abstracts" for doctoral dissertations using the cloze procedure are included.

Descriptors:

*Bibliographies, *Cloze Procedure, *Reading Comprehension

Accession Number: RE 280

Bruce, Bertram. What Makes a Good Story? Reading Education Report No. 5. Champaign, Illinois: Center for the Study of Reading, and Cambridge, Massachusetts: Bolt, Beranek and Newman, Inc., 1978. 16 pp.

Availability:

Center for the Study of Reading
University of Illinois at Urbana-Champaign
51 Gerty Drive
Champaign, IL 61820

Order Number:

Also in ERIC: Ed 158 222

Abstract:

This paper discusses two methods of text analysis used in research on children's understanding of stories: the story grammar approach and the plans analysis approach. Both methods lead the author to similar basic conclusions: that children who have limited experience with real stories may have difficulty in understanding them; that good stories draw on the reader's prior beliefs and expectations; and that the inherent complexity of story understanding means that there are usually several "correct" but different ways of understanding the same story. Five references are cited; the most recent is dated 1978.

Descriptors:

*Literary Analysis, *Reading Comprehension, *Reading Materials, *Story Reading, *Textual Criticism, Beginning Reading, Elementary Education

Accession Number: RE 261

Buehler, Carl J., ed. Directory of Learning Resources for Reading: Gales Ferry, Connecticut: Education Systems, Inc., 1978.

Availability: **Order Number:**

Education Systems, Inc.
P. O. Box 337
Gales Ferry, CT 06335

Abstract:

This directory is designed to help teachers, principals, and others involved in reading instruction make more informed choices from an increasingly wide variety of methods, materials, and media. It also provides resources where further information can be obtained. There are fifteen major sections plus eleven special feature articles that provide information about: information centers; professional training centers; federal programs; federal and state agencies; organizations and associations; publishers of instructional materials; periodicals; and current trends and issues. The special features include listings of the best periodicals, the best American children's books of the past two hundred years, the five most frequently recommended professional books for elementary level reading instruction, the largest libraries in the United States, and major reading centers.

Descriptors:

Reading Instruction, Periodicals, Resource Materials, Educational Resources Directories, Reference Books, Information Centers, Resource Organizations

Accession Number: RE 297

Calfee, Robert C., and Drum, Pricilla A., eds. Teaching Reading in Compensatory Classes. Newark, Delaware: International Reading Association, 1979.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

Order Number:

725

CS 004 888 (will appear in November RIE)

Abstract:

This book makes available to administrators, legislators, teachers, and others involved in compensatory reading programs the results of a four-year study of compensatory reading programs conducted by the Educational Testing Service in the early '70's for the U.S. Office of Education. The papers in this book interpret that data, and include some additional information from the authors. Stress is placed on the evidence collected about the teachers, the pupils, and the instructional programs involved in compensatory reading.

Descriptors:

*Reading Program, *Compensatory Education, *Compensatory Education Programs, Educational Research, Reading Tests, *Remedial Reading Programs, Reading Material Selection, Elementary Education, Student Characteristics, Teacher Characteristics, *Reading Instruction

Accession Number: RE 028

Carrillo, L. W. Teaching Reading: A Handbook. New York: St. Martin's Press, 1976.

Availability: **Order Number:**

St. Martin's Press
175 Fifth Avenue
New York, NY 10010

Abstract:

The author provides overviews of methods and materials drawn from research. The book is divided into the following chapters: Reading and Its Development, Methods of Teaching Reading, Special Approaches; Improvement of Specific Reading Skills; Interest and Attitudes; Helping the Disabled Reader; Factors Associated with Reading Difficulty; Characteristics of a Sound Remedial Program; Selecting Textbooks; Tests in Reading. Most topics include charts with practical suggestions keyed to the research. A topical bibliogrpahy of almost two hundred items is included.

Descriptors:

Instructional Methods, Instructional Materials, Reading Skills, Motivation, Remedial Techniques, Textbook Selection, Reading Tests, Relationship between Research and Practice, Reading Difficulty

Accession Number: RE 246

Chall, Jeanne. Learning to Read: The Great Debate. New York: McGraw-Hill Book Company, 1967.

Availability:

Order Number:

McGraw-Hill, Inc.
1221 Avenue of the Americas
New York, NY 10020

Abstract:

The "great debate" centers around the question, "Do children learn better with a beginning reading method that stresses meaning, or with one that stresses learning the code?" That question, with its many ramifications, underlies much of this book. Included are reports on interviews with leading proponents of various teaching methods; the author's analysis of the existing research on beginning reading and her conclusions on that research; the results of a detailed study of basal-reading series in widespread use; and suggestions for changes in the basal series. Section Four of the book explores the implications of a basic finding of the study: that research results are only one of several factors that influence the practice of beginning reading instruction. The final section presents the author's conclusions and recommendations. Among them are: use of a code emphasis as a beginning reading method; a re-examination of current ideas about content; a reevaluation of grade levels with an eye to increasing vocabulary; the development of new single-component tests; and an improvement in reading research. A bibliography includes 224 citations; the most recent is dated 1966.

Descriptors:

Reading (Elementary), Reading, Psychology of Beginning Reading, Reading Research, Reading Instruction, Decoding (Reading), Reading Comprehension

Accession Number: RE 292

Collins, Allan, and Haviland, Susan E. Children's Reading Problems. Reading Education Report No. 8. Champaign, Illinois: Center for the Study of Reading, University of Illinois, and Cambridge, Massachusetts: Bolt, Beranek and Newman, 1979. 13 pp.

Availability:	Order Number:
Center for the Study of Reading University of Illinois 51 Gerty Drive Champaign, IL 61820	CS 004 897 (will appear in November RIE)

Abstract:

This paper addresses the issue of why children have problems understanding what they read. It summarizes some of the work at the Center for the Study of Reading which bears on children's difficulties in reading comprehension. Specifically, four points are made and developed: (1) Reading differs from children's early language experiences on a number of different dimensions. (2) Reading is a process which involves constructing hypotheses based on prior knowledge. (3) Our school system, with its emphasis on decoding skills in the early grades, often engages children in a variety of reading activities that are essentially meaningless. (4) Once children have learned decoding skills, they are then suddenly faced with functional reading tasks such as reading textbooks or following instructions. Reading comprehension problems arising in these four areas are discussed with the hope of providing information from which significantly better diagnostic tests and procedures can be developed, along with educational activities aimed at remedying specific reading problems. Eighteen references are cited; the most recent is dated 1978.

Descriptors:

*Reading Research, *Reading Comprehension, Content Reading, Decoding (Reading), Reading Diagnosis, *Reading Difficulty, *Reading Instruction, *Reading Tests, Learning Processes, Elementary Education.

Accession Number: RE 140

Concannon, S. Josephina. "Illustrations in Books for Children: Review of Research." The Reading Teacher 29 (1975): 254-256.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

Order Number:

Abstract:

The limited research indicates that pictures serving as motivators actually do not contribute significantly to a child's ability to decode; indeed, some studies suggest that the use of pictures may inhibit the child's ability to decode, and that poor students may be more affected than good ones. However, the research is not complete enough to be conclusive.

Descriptors:

*Literature Reviews, *Childrens Books, *Childrens Literature, *Illustrations, *Decoding (Reading), Elementary Education, Reading Research. Reading Interests

Accession Number: RE 324

Connors, Eugene T.; McCarthy, Martha M.; Muia, Joseph A.; and Vacca, Richard S. Reading Education and the Law. Paper presented at the annual meeting of the International Reading Association, Atlanta, 1979.

Availability: **Order Number:**

Department of Secondary Education and
School Administration
James Madison University
Harrisonburg, VA

Abstract:

This paper alerts reading educators to the legal implications of their actions. The first section analyzes court cases relevant to reading education and concludes that a high percentage of court decisions "simply reiterate practices that conscientious educators have always followed." The second chapter examines the impact of the minimum competency movement on reading education and notes that student failure of the reading portion of competency tests may lead to teacher malpractice cases. The next section analyzes reading diagnostic procedures and attempts to derive standard procedures for reading clinics and reading educators. Finally, the effect of PL. 94-142 (which lists failure to read as a handicapping situation) and the Buckley Amendment is critiqued. There is a closing summary in which the authors integrate these law-reading-related elements into some practical guidelines for reading educators.

Descriptors:

Educational Legislation, Educational Accountability, Reading Diagnosis, Academic Standards, Remedial Reading

Accession Number: RE 216

Curry, Joan F. and Morris, William P. Searching the Professional Literature in Reading. Newark, Delaware: International Reading Association, 1975. 51 pp.

Availability:

International Reading Association, Inc.
800 Barksdale Road
P. O. Box 8139
Newark, DE

Order Number:

ED 112 374

Abstract:

This volume is intended as a tool for researchers, college professors, students of reading, and school teachers and administrators, to help them choose and efficiently explore the literature sources which will best suit their needs. The monograph attempts to: (1) alert the reader to the necessity of knowing the information sources concerned with reading; (2) point to some important and useful information sources; (3) suggest an approach for keeping up-to-date with new publications specific to a reader's particular needs; and (4) indicate where the reader might turn for further help in searching the professional literature.

Descriptors:

*Reading Instruction, *Resource Materials, *Scholarly Journals, Educational Resources, Research Tools, Periodicals, Publications

Accession Number: RE 175 (A,B,C)

Davis, Frederick B., ed. The Literature of Research in Reading with Emphasis on Models--Final Report. New Brunswick, New Jersey: Rutgers, The State University, Graduate School of Education, 1971. 640 pp.

Availability: **Order Number:**

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

ED 059 023

Abstract:

This final report of the Targeted Research and Development Program in Reading, Project 2, Literature Search, constitutes the results of a massive search of literature in the area of reading to find and synthesize all of the literature pertaining to models of reading development and process. General areas of models considered are language development and reading, learning to read, and the reading process. The first five sections describe the background and development of the search procedures, outline areas from which models are drawn and describe a number of models, and seek to synthesize the information obtained. The final sections contain sixteen separate papers in the three general areas defined. Bibliographies follow each of the papers.

Descriptors:

*Language Development, * Literature Reviews, *Reading Research, *Models, Language Research, *Reading Processes, Educational Research, Learning Theories, Psycholinguistics, Research and Development Centers, Research Reviews (Publications)

Accession Number: RE 288

Description of Teaching Inservice Education Materials on Reading. Washington, D.C.: The Project on Utilization of Inservice Education Research and Development Outcomes, 1979.

Availability: **Order Number:**

The National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Abstract:

This volume includes descriptions of sixty-seven in-service materials designed to help teachers with various aspects of reading instruction. Each description includes the following summary information: title; publication date; intended users; grade levels; number of participants possible; primary focus; topics covered; what the participant does in using the materials; resources needed; describer's critique; and price. There is in-depth information in: purposes; scope and sequence of topics; activities and resources involved in use of the product; ordering information; history of product development; describer evaluation; and overall summary. This is a helpful resource for those in search of in-service materials; a wide range of topics is included. Some of those listed require substantial expenditures, but others are relatively inexpensive.

Descriptors:

Program Descriptions, Inservice Teacher Education, Reading Instruction, Reading Material Selection

Accession Number: RE 323

Downing, John A. Childrens Thoughts and Language in Learning to Read. Paper presented at the meeting of the National Council of Teachers of English. British Columbia: Victoria University, 1971. 13 pp.

Availability:	**Order Number:**
ERIC Document Reproduction Service P. O. Box 190 Arlington, VA 22210	ED 056 828

Abstract:

Four paradoxes appear in research on learning to read: (1) the ability to name letters is a good predictor of reading readiness, yet letter-naming does not help children learn how to read; (2) visual discrimination is often better in poor readers than in good readers; (3) learning to read two languages is easier than learning to read one; and (4) it is easier to learn to read in two alphabets than it is in one. These findings which contradict common sense may be easily explained by examining the thought processes at work during the reading process. Too often reading research looks at external aspects of reading such as eye movement, perception, and letter-naming and neglects the central processes of concept formation and reasoning. Examining the first paradox, for example, early experience with letter-naming often indicates an environment in which the parents read a lot and talk about reading, which gives support to the school's effort to teach reading. Learning letter-names for a child from a less stimulating environment, however, is often the rote learning of meaningless symbols. Hence letter-naming can indicate reading readiness but is not a useful method of teaching reading. The other three paradoxes can similarly be explained by looking at the cognitive processes involved. The implication then is that the learning and thought processes of the child must be the starting point for any teaching activity. References are included.

Descriptors:

*Beginning Reading, Bilingualism, Concept Formation, Initial Teaching Alphabet, Language Development, *Learning Processes, Reading Instruction, *Reading Processes, Reading Research, *Reading Skills, *Thought Processes, Transfer of Training, Visual Discrimination

Accession Number: RE 170

Duffy, Susan; Fisher, Donald; and Smith, Marshall. S., eds. Conference on Studies in Reading. Washington, D. C: National Institute of Education. June, 1975. 143 pp.

Availability:

Director, Learning Division
National Institute of Education
Washington, D.C. 20208

Order Number:

ED 117 658

Abstract:

This volume contains short summaries of the report from the National Institute of Education Conference on Studies in Reading. The summaries are intended to reflect accurately the general areas of research recommended by each of ten panels. Each panel focused on a particular problem area in reading. Within each problem area, panelists identified general approaches; within the approaches they suggested programs of research; and within these programs they generated specific research projects where possible. Seven of the panels addressed problems in reading comprehension; the other three directed their attention to pressing concerns in early reading.

Descriptors:

*Reading Comprehension, *Conference Reports, Motivation, *Reading Research, *Reading Skills, Reading Ability, Research Needs, Language Usage, Reading Development, Research Problems, Models, Semantics, Word Recognition

Accession Number: RE 277

Durkin, Dolores. Comprehension Instruction: Where Are You? Reading Education Report No. 1. Champaign, Illinois: Center for the Study of Reading, and Cambridge, Massachusetts: Bolt, Beranek and Newman, Inc., 1977. 11 pp.

Availability: Order Number:

Center for the Study of Reading
University of Illinois at Urbana-Champaign
51 Gerty Drive
Champaign, IL 61820

ED 146 566

Abstract:

This paper is a report of the author's observations in twenty-three classrooms, mostly grades three through six. The observations were made for the purposes of acquiring some general impressions of what teachers do to help children cope with more than single, unrelated words and of preparing for more extensive and systematic classroom studies of comprehension instruction. Durkin concludes that not much was done that could be called comprehension instruction, which she defines as teaching which only includes instruction that helps readers understand phrases, sentences, paragraphs, and more. She describes activities she saw which dealt with connected text as well as those devoted to word meanings and phonics. She also observed that teachers made little use of chalkboards and that, where extra adult help (aides, Title I teachers, etc.) was available, their presence seemed to have little positive effect on instructional programs.

Descriptors:

*Phonics, *Reading Comprehension, *Reading Instruction, *Teaching Techniques, Reading Research, Elementary Education, Vocabulary Development

Accession Number: RE 217

Earle, Richard A. Teaching Reading and Mathematics. Newark, Delaware: International Reading Association, 1976. 91 pp.

Availability:	**Order Number:**
International Reading Association, Inc.	219
800 Barksdale Road	
P. O. Box 8139	
Newark, DE	ED 120 670

Abstract:

This monograph in the Reading Aids Series is designed for teachers of mathematics (middle and upper grades) who realize that success in learning mathematics depends to a large extent on success in reading. It intends to provide the what and the how of teaching reading along with mathematics, leaving the why and wherefore to more scholarly works. The author's plan is to include at least one instructional suggestion per page and to produce a practical, usable teaching guide. Some of the teaching suggestions are drawn directly from recent research studies, but most are derived from the everyday classroom experiences of the author and other teachers. Twenty-one references are cited; the most recent is dated 1974.

Descriptors:

*Content Reading, *Instructional Materials, *Mathematics Instruction, *Reading Instruction, Reading Skills, Class Activities, Intermediate Grades, Secondary Education, Teaching Guides, Teaching Methods

Accession Number: RE 254

Effective Reading Programs: Summaries of 222 Selected Programs. Washington, D.C.: National Right to Read Effort, 1975.

Availability:

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

Order Number:

13001

Abstract:

This is a catalog of 222 reading programs identified through a nationwide search as having potential for improving reading ability. A one-page summary of basic information is given for each program, including program size and target population; the year the program started; staff requirements; major features of the program; facilities, materials and equipment used in the program; program costs; and names of persons to contact for further information. Program summaries are separated into elementary, secondary, adult, and special education categories.

Descriptors:

*Effective Teaching, *Reading Instruction, *Reading Improvement, *Reading Programs, *Models, Adult Reading Programs, Reading Materials, Developmental Reading, Elementary Secondary Education, Postsecondary Education, Program Descriptions, Remedial Reading

Accession Number: RE 256

Ekwall, Eldon E. Locating and Correcting Reading Difficulties. Second ed.
Columbus, Ohio: Charles E. Merrill Publishing Co., 1977.

Availability: Order Number:

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, OH 43216

Abstract:

This book is designed to give reading teachers concrete methods of locating and correcting reading difficulties. It can be used in developmental, corrective, and remedial situations. For each category of reading problem there is a short explanation of how to recognize problems with reading skills; a brief discussion of pertinent information on the problems; and specific recommendations on how to correct these difficulties. Some games and activities are suggested to help strengthen reading abilities. Ideas in the book have been tested and approved by teachers before inclusion.

Descriptors:

Reading, Remedial Teaching, Reading Difficulty, Reading Diagnosis, Reading Instruction

Accession Number: RE 220

Fader, Daniel, and others. The New Hooked on Books. Tenth Anniversary Edition. New York: Berkley Publishing Corporation, 1976. 294 pp.

Availability:

Berkley Publishing Corporation
200 Madison Avenue
New York, NY 10016

Order Number:

ED 139 021

Abstract:

This anniversary edition of Hooked on Books adds new materials about the general educational context necessary for the success of the approach described in earlier editions. Discussions center on the difficulties of reading instruction, caused by the decreasing importance of reading in a television era; growth in the importance of peer teaching as class size increases; approaches to the teaching of writing; the need for teachers to develop a greater sense of professionalism; and practical guides to using and administering the program in elementary and secondary schools. A lengthy reading list of books attractive to young readers is included. The text of the original report is reprinted with little change.

Descriptors:

*Composition Skills (Literary); *Content Reading; *Peer Teaching; *Reading Instruction; *Reading Materials; *Reading Programs

Accession Number: RE 218

Fay, Leo, and Jared, Lee Ann. Reading in the Content Fields. Newark, Delaware: International Reading Association. Revised 1975.

Availability:

International Reading Association
800 Barksdale Rd.
P. O. Box 8139
Newark, DE 11971

Order Number:

302

Abstract:

This is an annotated bibliography which includes references to reading in all major subject areas. Most selections included were published after 1965. There are selections that relate to each of the major school levels; elementary, junior high school and senior high school. Major emphasis is given to references that are of practical significance to teachers and administrators. Categories included are: (1) General Readings; (2) Research Studies and Reports; (3) Critical Reading and Thinking Skills; (4) Study Skills: (5) Readability of Texts; (6) Social Studies; (7) Language Arts and Literature; (8) Mathematics; (9) Science; and (10) Miscellaneous.

Descriptors:

Content Reading, Annotated Bibliographies

Accession Number: RE 253

Feitelson, Dina, ed. Cross-Cultural Perspectives on Reading and Reading Research. Newark, Delaware: International Reading Association, 1978. 210 pp.

Availability:	**Order Number:**
International Reading Association 800 Barksdale Road P. O. Box 8139 Newark, DE	427 ED 159 637

Abstract:

This volume includes papers presented at the International Reading Association's Sixth World Congress on Reading held in Singapore in 1976. The papers address questions that incorporate more than one culture, language, or writing system. Seven papers comprise Part One, "Examples of Cross-Cultural Research on Reading." Part Two contains five papers on reading in different countries and languages. Part Three contains two papers which discuss issues in cross-cultural cooperation. Based on the premise that all variables operant in any concrete reading situation will not be recognized and thoroughly investigated until reading research becomes more truly cross-cultural, this volume is intended to contribute to such recognition and investigation, as well as to a better understanding of the potential of cross-cultural research and the problems involved in it.

Descriptors:

*Cross Cultural Studies, *Foreign Countries, *Foreign Language Books, *Reading Comprehension, English, *Reading Research, Cloze Procedure, English (Second Language), Cultural Context, Racial Factors, Readability, Reading Ability, Reading Achievement, Reading Instruction, Reading Materials, Sex Differences, Translation, Syntax, Fiction

Accession Number: RE 255

Feitelson, Dina, ed. Mother Tongue or Second Language?: On the Teaching of Reading in Multilingual Societies. Newark, Delaware: International Reading Association, 1976. 115 pp.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE

Order Number:

ED 166 672

Abstract:

This volume contains papers presented at the Sixth World Congress on Reading held by the International Reading Association in 1976. The editor's intent is to broaden the perspectives in which problems of multilingual education are considered. One of the considerations emphasized is that not enough attention may have been paid recently to the effects of multilingualism or to the characteristics of individuals who are habitual users of more than one language because the majority of educational resources and research efforts were located in countries predominantly unilingual. Representative titles include: "Curriculum Development and Evaluation in Two Languages;" "The Teachers Did It: A Case History in the Revival of a National Language;" and "Teaching Reading in a Foreign Language."

Descriptors:

*Bilingual Education, *Language Instruction, *Foreign Countries, *Reading Instruction, *Reading Research, *Multilingualism, Beginning Reading, Curriculum Development, Developmental Reading, Elementary Secondary Education, English (Second Language), Language Standardization

Accession Number: RE 178

Fram, Ralph D. A Review of the Literature Related to the Cloze Procedure.
M.Ed. Thesis. Boston University School of Education, 1972. 264 pp.

Availability:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

Order Number:

ED 075 785

Abstract:

This review of the literature related to the cloze procedure includes most of the studies reported from 1953 to 1971. One hundred ninety-eight documents are included and are divided into four categories: studies in which the cloze procedure has been applied (1) as a measure of readability; (2) as a measure of comprehension; (3) as a measure of language facility; and (4) as an instructional technique. An appendix and bibliography are included.

Descriptors:

*Cloze Procedure, *Literature Reviews, *Reading, *Reading Comprehension, *Reading Research, Reading Ability, Readability, Reading Achievement, Reading Skills, Reading Tests

Accession Number: RE 225

Gadway, Charles J. Functional Literacy: Basic Reading Performance.
Washington, D.C.: The National Right to Read Effort, 1976.

Availability:

Order Number:

The National Right to Read Effort
400 Maryland Avenue, SW
Washington, D.C. 20202

Abstract:

This report gives a summary and highlights of assessments of functional literacy of seventeen-year-old students made in 1974 and 1975. The assessment, known as Mini-Assessment of Functional Literacy (MAFL), used exercises selected by a panel of reading specialists on the dual criteria that they represent the types of reading materials encountered in everyday life, and that all seventeen-year-old students should be able to answer them correctly. Chapter 1 gives an overview of the MAFL results; Chapters 2, 3, and 4 summarize the results relative to three different standards, and Chapter 5 highlights several exercises for which the results are unique.

Descriptors:

Functional Literacy, Basic Reading, High School Students

Accession Number: RE 250

Gibson, Eleanor J. and Levin, Harry. The Psychology of Reading. Cambridge, Massachusetts: The M.I.T. Press, 1975.

Availability: **Order Number:**

The M.I.T. Press
28 Carleton Street
Cambridge, MA 02142

Abstract:

This book is intended for teachers, in-service trainees, and parents, offering both a theoretical viewpoint and suggestions for putting theory into reading practice. It includes findings from a broad field of reading research; from language development and the nature of the reading process, to dyslexia and nonstandard dialects. The book is divided into three major sections: (1) concepts underlying the study of reading; (2) the study of reading; and (3) questions people ask about reading. An extensive list of references (fifty-three pages) is included.

Descriptors:

Reading, Psychology of Reading Research, Psychology

Accession Number: RE 193

Glickman, Judith R. Review of Research--A Possibility: Several Realistic Sex Differences. Paper presented at the annual meeting of the International Reading Association, 1976. 6 pp.

Availability: **Order Number:**

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

ED 122 215

Abstract:

This paper reviews the research on sex differences in intellectual functioning as it relates to verbal abilities, spatial abilities, and reading aptitudes. Research supports such statements as: sex aptitudes do not become significantly apparent until adolescence; males perform better than females on problems involving field-independence (picking out one image, sound, etc., from many): males seem to have a more favorable attitude toward problem solution than do females; girls' verbal abilities mature more rapidly in early life; and during the period from preschool to early adolescence the sexes are very similar in their verbal abilities, but at about age eleven, the sexes begin to diverge, with female superiority increasing through high school and possibly beyond.

Descriptors:

*Intellectual Development, *Intelligence Differences, *Reading Research, *Research Reviews (Publications), *Sex Differences, Spatial Relationship, Verbal Ability

Accession Number: RE 017

Goldbecker, Sheralyn S. Reading: Instructional Approaches. "What Research Says to the Teacher" series. Washington, D.C.: National Education Association, 1975. 34 pp.

Availability:

National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Order Number:

1037-x-00

Also in ERIC: ED 114 803

Abstract:

This document reviews 114 studies of meaning emphasis (basals, individualized, concept development) programs vs. code-emphasis (linguistic--including bilingual and non-standard English--and i.t.a.) programs. The author concludes that research is marred because it generally compares one complex of instructional factors with another complex. The author sees the research implications for instruction as clear: no method is more important than the teacher. Goldbecker suggests that, since none of the techniques so far developed appears to be the ultimate answer to reading success, the answer may lie in a combination of existing procedures or even in a totally new procedure as yet undeveloped or untested. Perhaps more important areas for further investigation would include recommendations on specific techniques for successfully meeting each student's needs in learning to read and specific competencies needed by the classroom teacher to bring about effective reading--rather than continued comparison of overall approaches to reading instruction.

Descriptors:

*Reading Development, *Reading Instruction, *Reading Processes, *Reading Research, *Teaching Methods, Initial Teaching Alphabet, Basic Reading, Beginning Reading, Primary Education, Reading Programs, Reading Skills

Accession Number: RE 085

Golinkoff, Roberta Michnick. "A Comparison of Reading Comprehension Processes in Good and Poor Comprehenders." Reading Research Quarterly 11, 4 (1975-76): 623-659. Newark, Delaware: International Reading Association.

Availability:

Reading Research Quarterly
International Reading Assoc.
800 Barksdale Road
Newark, DE 19711

Learning Research
and Development
Center
Univ. of Pittsburgh
160 N. Craig Street
Pittsburgh, PA 15213

Order Number:

Abstract:

This article reviews seventy studies (most recent 1976) in the area of reading comprehension in order to characterize the differential strategies that skilled and less skilled comprehenders employ. The research reviewed is organized into 3 broad components: (1) decoding: (2) assessing the meaning of single printed words and (3) text organization processes or obtaining meaning from larger stretches of text. Results from various studies suggest that good and poor comprehenders differ primarily in the first and third components. Speculations are offered on the interrelationships between these components and their effect on reading comprehension processes.

Descriptors:

Reading Comprehension, Decoding Emphasis, Reading Processes, Meaning Emphasis

Accession Number: RE 326

Goodman, Kenneth S., ed. Miscue Analysis: Applications to Reading Instruction. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, and National Council of Teachers of English, 1973. 124 pp.

Availability: **Order Number:**

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

ED 080 973

Abstract:

This publication is intended to be a bridge between research on miscue analysis and its practical application in the classroom. Miscue analysis is a diagnostic technique developed by the author in the early 1960's. The technique compares expected oral reading responses with observed oral reading so that it allows the student to show the teacher both the weaknesses and strengths in his/her efforts to get meaning from language. Twelve chapters comprise the book; some topics included are "Preparing Elementary Teachers to Teach Reading," "Miscue Analysis and the Training of Junior and Senior High School English Teachers," "Building Instructional Materials," "Miscues of Non-Native Speakers of English," and "Miscue Analysis in a Special Education Resource Room." Fifty-two references are cited; the most recent is dated 1973.

Descriptors:

Developmental Reading, Oral Reading, Reading, *Reading Comprehension, Reading Development, *Reading Diagnosis, Reading Improvement, Reading Instruction, Reading Materials, *Reading Processes, *Reading Research, Reading Skills

Accession Number: RE 199

Gow, Doris T. A Synthesis of Research in Basic Skills. Pittsburgh: University of Pittsburgh, Learning Research and Development Center, 1977. 69 pp.

Availability:

Learning Research and Development Center
University of Pittsburgh
160 North Craig Street
Pittsburgh, PA 15213

Order Number:

ED 143 620

Abstract:

This synthesis was written for the Pennsylvania School Improvement Program with the intent of helping to develop a more rational procedure for decision-making by educators. Information was collected and organized under four constructs of the Cooley-Lohnes Model of classroom processes (i.e., opportunity, motivators, structure and instructional events) supplemented by the categories, student and teacher characteristics. Some conclusions of the report are that the tightness of structure and sequencing, the organization of the classroom, and the cognitive nature of the interaction seem to be the significant factors in student achievement in basic skills. Included in the report are sections on implications for practice and recommendations of the experts. One hundred twenty-two references are cited; the most recent is dated 1977.

Descriptors:

*Basic Reading, *Basic Skills, *Educational Research, *Elementary Education, *Elementary School Mathematics, *Performance Factors, Student Characteristics, Skill Development, Needs Assessment, Interaction Process Analysis, Instructional Improvement

Accession Number: RE 266

Graves, Michael F.; Palmer, Rebecca J.; and Furniss, David W. Structuring Reading Activities for English Classes. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English, 1976. 30 pp.

Availability:	Order Number:
National Council of Teachers of English 1111 Kenyon Road Urbana, IL 61801	NCTE 47704 Also in ERIC: ED 128 784

Abstract:

This book is designed to provide English teachers with a strategy that will facilitate students' growth in reading, accommodate students with varying reading abilities, and simultaneously enable teachers to continue to teach English. The strategy recommended is a structuring of reading activities. The rationale for the proposed structure is that students must succeed at most of their reading activities; that errors must be few and relatively specific; that the goal is to produce independent readers; and that most students can learn most subject matter but at very different rates. Concrete examples of pre-reading, reading, and post-reading activities are presented : motivational, preview, vocabulary, pre-questioning, guided reading, listening, post-questioning, discussion, writing, and drama. Thirty-five references are cited; the most recent is dated 1976.

Descriptors:

*Directed Reading Activity, *English Curriculum, Content Reading, *Reading Development, *Learning Activities, *Reading Assignments, *Reading Instruction, Secondary Education, Teaching Methods

Accession Number: RE 086

Guthrie, John T., ed. Aspects of Reading Acquisition: Proceedings of the Annual Hyman Blumberg Symposium on Research in Early Childhood Education. 13-14 November 1974, at Johns Hopkins University. Baltimore: Johns Hopkins University Press, 1976. 217 pp.

Availability:	Order Number:
The Johns Hopkins University Press Baltimore, MD 21218	ED 133 724

Abstract:

Papers collected in this volume were presented at the Fifth Annual Blumberg Symposium on Research in Early Childhood Education, held at Johns Hopkins University in 1974. Selections include "Alexia" (D. Frank Benson), "Young Children's Expectations for Reading" (Doris R. Entwisle), "Relations between Acquisition of Phonology and Reading" (Paula Menyuk), "Some Predictive Antecedents of Specific Reading Disability: A Two-, Three-, and Four-Year Follow-up" (Paul Satz, Janette Friel, and Fran Rudegeair), "Looking and Listening Strategies and Beginning Reading" (Marcel Kinsbourne), "Hierarchical Subskills in the Reading Acquisition Process" (S. Jay Samuels), "Designing Instruction in Reading: Interaction of Theory and Practice" (Lauren B. Resnick and Isabel L. Beck), and "Commentary on Research in Reading Acquisition" (Joanna Williams). In addition, the results of a questionnaire which gauged the backgounds of program participants and evaluated their responses to the symposium proceedings are outlined.

Descriptors:
*Beginning Reading, *Reading Instruction, *Reading Processes, *Reading Research

Accession Number: RE 207

Guthrie, John T., ed. Cognition, Curriculum, and Comprehension. Newark, Delaware: International Reading Association, 1977. 312 pp.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

Order Number:

520

ED 144 023

Abstract:

This volume includes papers presented at a 1975 seminar on "The Development of Reading Comprehension." The papers are presented by researchers in cognitive psychology and psycholinguistics and by experts in curriculum design in reading. Each author also comments on a paper of one of the writers from another discipline. This method is intended to help close the gap between research and practice. The book contains illustrations of two viewpoints that the editor believes must be widely accepted in order to close this gap: (1) perceptual, cognitive, and language processes that are important for reading comprehension should be instructional goals in educational programs, and (2) characteristics of effective reading programs and teachers should be interrelated and explained in theories of the development of reading comprehension.

Descriptors:

*Cognitive Processes, *Reading Comprehension, Syntax, *Reading Instruction, *Reading Programs, *Psycholinguistics, *Reading Research, Child Language, Curriculum Design, Semantics, Elementary Secondary Education, Decoding (Reading), Language Research

Accession Number: RE 263

Hall, Mary Anne. The Language Experience Approach for Teaching Reading: A Research Perspective. Second edition. Newark, Delaware: International Reading Association, and Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, 1977. 34 pp.

Availability:	**Order Number:**
International Reading Association 800 Barksdale Road P. O. Box 8139 Newark, DE 19711	861 ED 147 799

Abstract:

This report includes a review of the literature on the language experience approach for teaching reading, a synthesis of that research, and recommendations for further study. The author defines "language experience approach" as a method in which instruction is built upon the use of reading materials created by writing down children's spoken language, and excludes from consideration any research which did not involve child-created materials. She concludes that the research substantiates that the language experience approach is an effective way to teach reading and related communication skills. Future research, she believes, should examine the features of learning, teaching, and the learner that affect, or are affected by, elements of language experience programs. Ninety-three references are cited; the most recent is dated 1977.

Descriptors:

*Beginning Reading, *Language Experience Approach, *Language Arts, *Language Skills, *Reading Instruction, Reading Readiness, Reading Research, Teaching Techniques, Writing Skills

Accession Number: RE 262

Hall, Mary Anne; Richardson, Judy S; Ramig, Christopher J.; Johnson, Clifford I.; and Haley-James, Shirley. A Synthesis of Research on Reading with Recommendations for Instruction in Georgia Schools. Atlanta: Georgia Department of Education, 1978. 60 pp.

Availability:

Order Number:

Resource Center
300-A Education Annex
Georgia Department of Education
Atlanta, GA 30334

Abstract:

In this synthesis of selected research in reading, Georgia State University professors of reading have prepared a document to be used in planning reading programs for Georgia schools. It reflects an attempt to identify and synthesize reading research that implies significant conclusions for instruction. The report is organized by levels (readiness and beginning reading, elementary reading, middle and secondary reading) with the most attention given to the elementary level. At this level, the topics of comprehension, instructional methods, reading vocabulary and work analysis are given special emphasis. There are also sections on literature, reading attitudes and self-concept, on corrective and remedial reading, and on the organization and administration of reading programs. The final part of the report consists of recommendations for Georgia Schools.

Descriptors:

Reading Research, Elementary Education, Reading Instruction, Research Synthesis

Accession Number: RE 179

Harker, W. John. Classroom Implications from Models of Reading Comprehension. Paper presented at the annual meeting of the International Reading Association, 1973. 13 pp.

Availability:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

Order Number:

ED 089 226

Abstract:

The purpose of this paper is to identify and to describe current models of reading comprehension in order to draw conclusions regarding their application to classroom teaching. The models are categorized according to the different approaches to comprehension: "Behavior Models" are concerned with determining behavioral outcomes for teaching comprehension; "Cognitive-Based Models" are concerned with explaining cognitive operations underlying comprehension; "Relational Models" explain comprehension by relating specific skills to postulated underlying cognitive operations; "Information-Processing models" explain comprehension in terms of the dynamic interaction between incoming information and the cognitive processing of this information; and "Psycholinguistic Models" discuss comprehension in terms of psychological and linguistic theory. The author concludes that the traditional approach of teaching comprehension as a series of skills separately defined, sequentially developed, and generally applicable in all reading situations is in error. The models suggest that comprehension is a multidimensional process; that the performance of skills is an outer manifestation of a complex inner process; and that comprehension varies with the task and should be taught as a cognitive process.

Descriptors:

*Classroom Techniques, *Literature Reviews, *Reading Comprehension, *Reading Research, *Teaching Models, Affective Behavior, Cognitive Processes, Elementary Education

Accession Number: RE 269

Harper, Robert J. II, and Kilarr, Gary. Reading and the Law. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and International Reading Association, 1978. 146 pp.

Availability:

International Reading Association
P. O. Box 8139
800 Barksdale Road
Newark, DE 19711

Order Number:

IRA 854

Also in ERIC: ED 154 339

Abstract:

The growing legal framework of federal and state regulations, laws, and court decisions shapes the beliefs, policies, and programs regarding reading and other language processes. This book compiles works which raise questions concerning many of the assumptions, beliefs, and structures that underlie educational actions, in order to provide information and to encourage the awareness of the complexity of the problem of the relationship between law and reading. Seven articles by ten authors deal with such topics as:
(1) Courts and Public Education: Possibilities and Limits,
(2) Reading Ability as a Graduation Requirement: Some Legal Aspects,
(3) What Kind of Reading Will the Law Prescribe?
(4) The Legal Obligation to Improve Reading Instruction: On Overcoming Inertia and Staying Ahead of the Courts.
More than half of the book is taken up by an appendix which is a compendium of state laws affecting reading instruction.

Descriptors:

Academic Standards, *Educational Accountability, *Educational Legislation, *Educational Policy, Elementary Secondary Education, Legislation, *Reading Instruction, *Reading Processes, *State Legislation

Accession Number: RE 268

Harris, Albert, and Sipay, Edward R. How to Increase Reading Ability: A Guide to Developmental and Remedial Methods. Sixth edition. New York: Longman, Inc., 1975. 692 pp.

Availability:

Longman, Inc.
19 West 44th Street
New York, NY 10036

Order Number:

ED 110 962

Abstract:

The sixth edition of this text incorporates research done in the five years since the fifth edition was published and contains new terminology, new concepts, new illustrations, and new materials. The four guiding principles (breadth of scope, maintenance of a balanced point of view, practicality, and clarity) remain. Chapter topics are reading ability and disability; readiness for reading; beginning reading instruction; mature reading; meeting individual needs in reading; disabilities; assessing reading performance; physical, physiological, cultural, and cognitive correlates of reading disability; basic principles of remedial reading; developing word identification skills; remedial procedures for deficiencies in word identification skills; improving reading comprehension; fostering reading interests and tastes; and increasing rate of reading.

Descriptors:

*Beginning Reading, *Developmental Reading, Perception, *Reading Instruction, *Remedial Reading, Elementary Education, Learning Disabilities, Reading Comprehension, Readability, Reading Diagnosis, Reading Difficulty, Reading Improvement, Psycholinguistics, Reading Interests, Reading Speed, Teacher Education, Teaching Methods

Accession Number: RE 035

Hatch, E. "Research on Reading as a Second Language." Journal of Reading Behavior 6, 1 (1974): 53-61.

Availability:

Order Number:

Evelyn Hatch
Department of English
University of California
Los Angeles, CA 90024

Abstract:

This article reviews the literature covering fifth grade through university level on three fundamental ESL questions: (1) Should initial reading be taught in the subject's first or second language? (2) What accounts for slower speed and lowered comprehension in second language? (3) What are the most effective methods for teaching second-language reading? Research findings suggest that (1) it is best to teach reading as the first language or dialect; (2) slower speed is due to "inadequate grasp"--difficulty with articulation, poor word recognition, inability to predict syntax, inability to recognize graphic clues; (3) research shows some phonological interference from the first language. The author concludes that whole word approaches are acceptable solutions if comprehension is also stressed and if the method is supplemented with experience materials and some phonics work. Twenty-eight sources are cited; the most recent is dated 1973.

Descriptors:

English as a Second Language, *Reading Research, *Second Language Learning, *Literature Reviews, *Reading Skills, Elementary Education

Accession Number: RE 257

Hatcher, Thomas C., and Erickson, Lawrence G., eds. Indoctrinate or Educate?
Newark, Delaware: International Reading Association, 1979. 65 pp.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

Order Number:

ED 163 443

Abstract:

This volume contains papers first presented at the 1976 International Reading Association convention, and deals with issues related to the censorship of textbooks. Most of the authors have had firsthand experience with classroom censorship. Their papers represent a diversity of outlook on the subject which can serve to remind educators of the issues involved in the creation and use of reading materials in a pluralistic society. Articles are presented by authors, editors, publishers, teachers, parents, and reading authorities. A final section of the book contains two papers which present guidelines, criteria and procedures for textbook adoption. The editors acknowledge that textbook selection and usage practices in schools are likely to continue, as they always have, to involve both indoctrination and education.

Descriptors:

*Censorship, *Reading Material Selection, *Textbook Selection, *Textbook Evaluation, *School Community Relationship, *Evaluation Criteria, State Church Separation, Social Factors, Publishing Industry, Educational Objectives, Parent Role, Elementary Secondary Education, Educational History, Cultural Factors, Authors, Childrens Literature

Accession Number: RE 249

Heilman, Arthur W. Principles and Practices of Teaching Reading, Fourth edition. Columbus, Ohio: Charles E. Merrill Publishing Co., 1977. 562 pp.

Availability: Order Number:

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, OH 43216

Abstract:

This text focuses on children as learners who are engaged in the process called reading. The author emphasizes that teachers must know how to teach reading, but must also know how to teach children. He believes that the schools' top priority must be to develop the ability to manipulate language, because "language is the only magic available to the school, and not to use it fully is counter productive." According to Heilman, the mastery of language insures that every man of learning eventually becomes his own teacher. The book is divided into two major sections: Part 1 - Foundations for Teaching Reading; and Part 2 - Beyond Beginning Reading. Within those major sections are such topics as: assessing and developing reading; phonics instruction; the culturally different child as a learner; and the intermediate grades' problems and challenges.

Descriptors:

Reading (Elementary), Reading Instruction

Accession Number: RE 321

Holland, John Lee. Boy-Girl Differences in Reading: A Survey of Literature. Survey prepared at Brigham Young University, 1976. 48 pp.

Availability:	**Order Number:**
ERIC Document Reproduction Service P. O. Box 190 Arlington, VA 22210	ED 140 278

Abstract:

This survey of literature summarizes the findings of current research on sex differences in reading: studies relating to the validity of the sex-difference claim, studies examining the relationship between maturation factors and environmental characteristics, research concerned with factors in the home and school, and studies concerned with the reading task itself. Although the causes of sex differences in reading remain debatable, it can be said that the majority of the authors surveyed believe that such differences exist. A bibliography of resources and studies relating to sex differences in reading is included.

Descriptors:

Sex Differences, Literature Review, Research Reviews (Publications), Reading

Accession Number: RE 221

Jackson, Nancy Ewald, and others. Cognitive Development in Young Children: A Report for Teachers. Washington, D.C.: National Institute of Education, February 1975. 128 pp.

Availability:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

Order Number:

ED 110 167

Abstract:

The aim of this report was to provide teachers of preschool and early elementary school children with a brief summary of current psychological research and theory concerned with the development of cognitive skills in young children. Psychological research often provides a basis for procedures teachers use in the classroom. Each chapter of the report begins with a digest of recommendations which summarizes major psychological findings and their practical implications. The digest is intended to serve as a quick reference guide and an introduction to topics explained in more detail in the narrative section which follows. Narrative sections present discussion of psychological research on attention and discrimination, memory, language, and logical thinking in children. Research findings are presented and explained, and specific examples are given which explain in detail how the psychological findings might be used in the classroom. Extensive reference sections at the end of each chapter document sources of information for further study.

Descriptors:

*Cognitive Development; *Early Childhood Education; *Intellectual Development; *Psychological Studies; *Teaching Techniques

Accession Number: RE 279

Jenkins, Joseph R., and Parry, Darlene. Teaching Reading Comprehension in the Middle Grades. Reading Education Report No. 4. Champaign, Illinois: Center for the Study of Reading, and Cambridge, Massachusetts; Bolt, Beranek and Newman, Inc., 1978. 34 pp.

Availability:	Order Number:
Center for the Study of Reading University of Illinois at Urbana-Champaign 51 Gerty Drive Champaign, IL 61820	ED 151 756

Abstract:

This paper focuses on existing instructional approaches and programs designed to improve reading comprehension in grades three through eight. Several of the more prominent approaches and programs are sampled and described, and an attempt is made to find research evidence of their effectiveness in terms of student achievement. The authors conclude that such evidence is, more often than not, either altogether absent or largely insubstantial. They express the opinion that most programs teach many of the same skills, but differ in how those skills are sequenced and in the emphasis on a particular skill. Comprehension instruction in the various programs seems to be dominated by teacher questioning. Mastery of comprehension skills is not emphasized in the programs, with the exception of DISTAR. The authors recommend more empirical program evaluations so that practitioners will have better information for program selection. They cite twenty-five references; the most recent is dated 1978.

Descriptors:

*Basic Reading, *Program Evaluation, *Reading Comprehension, *Reading Instruction, *Reading Research, *Teaching Methods, Educational Objectives, Elementary Education, Language Experience Approach, Psycholinguistics, Reading Skills, Reading Achievement

Accession Number: RE 219

Karlin, Robert, ed. Reading for All. Newark, Delaware: International Reading Association, 1973. 224 pp.

Availability:

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19711

Order Number:

419

Abstract:

This volume contains papers presented at the Fourth International Reading Association World Congress on Reading in Argentina in 1972. Scholarship of many countries is represented. Twenty-seven articles are included and grouped under three major categories: (1) Literacy and Literature; (2) Influences on Reading; and (3) The Teaching of Reading. A recurrent theme is that people should read, not only to increase economic and social competency, but also to enrich each person's inner life.

Descriptors:

Reading Instruction, Literacy, Literature, Reading

Accession Number: RE 212

Kaufman, Maurice, ed. Perceptual and Language Readiness Programs: Critical Reviews. Newark, Delaware: International Reading Association, 1973. 55 pp.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

Order Number:

213

Also in ERIC: ED 080 976

Abstract:

This monograph provides two types of assistance to teachers and administrators who are considering the use of perceptual and language readiness programs. The authors provide critical reviews of nine programs now available; they also include an evaluation form which will aid in determining which readiness program is most appropriate to the needs of a particular group of children.

Descriptors:

*Instructional Materials, *Language Development, *Perceptual Motor Learning, *Learning Readiness, *Reading, Reading Development, Beginning Reading, Program Descriptions, Reading Skills, Visual Perception

Accession Number: RE 295

Kavanagh, James F., and Mattingly, Ignatius G. Language by Ear and by Eye: The Relationship Between Speech and Reading. Cambridge, Massachusetts: The MIT Press, 1976.

Availability:

The MIT Press
28 Carleton Street
Cambridge, MA 02142

Order Number:

Abstract:

This volume is the edited proceedings of a research conference which was sponsored by the Growth and Development Branch of the National Institute of Child Health and Human Development in 1971. The papers are grouped under three general headings: (1) Speech and Writing as Vehicles of Language, (2) Speech Perception and Reading as Converging Processes, and (3) Problems Peculiar to Learning to Read. Interspersed among the papers are summaries of general discussions on the papers. Twenty-four authors are represented.

Descriptors:

Language Development, Reading Difficulty, Relationship between Speech and Reading, Reading Processes

Accession Number: RE 098

Klare, George R. "Assessing Readability." Reading Research Quarterly 10 (1974-1975): 62-102. Newark, Delaware: International Reading Association.

Availability:

Order Number:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

Abstract:

Klare reviews the major methods of assessing readability: measuring and predicting. Measuring uses readers' judgments; predicting uses counts of language elements. The article presents four categories: (1) recalculations and revisions of existing formulas; (2) new formulas; (3) application aids, manual and machine; and (4) predictions of readability for foreign languages. It concludes with suggestions for choosing a formula based upon needs, applications, formula complexity, list type, and sentence type.

Descriptors:

*Readability, *Measurement Instruments, *Reading Ability, *Literature Reviews, Higher Education, Written Language, Reading Difficulty

Accession Number: RE 302

Kling, Martin, ed. Language Development for the Classroom and Remedial Reading. New Brunswick, New Jersey: Rutgers, The State University, 1973. 101 pp.

Availability:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

Order Number:

ED 140 260

Abstract:

Papers collected in this booklet discuss various aspects of language development in the classroom and in the area of remedial reading. Titles include "Project II: Strategies and Milestones" by Martin Kling, which describes the outcomes and investigation of research in language development and reading; "Language, Linguistics, and Learning to Read" by Harry Singer; "What Interests Psycholinguistic Researchers" by Patrick J. Finn; "Language Learning and the Teaching Process" and "On Teaching Composition: Some Hypotheses as Definitions" by Janet Ann Emig; "Children's Language and Experience: A Place to Begin" and "Reading: A Psycholinguistic Guessing Game" by Kenneth S. Goodman; "Language Assessment Techniques" by Margaret O. Knapp; "Diagnostic Teaching: A Method for Assessing Reading Skills" by James E. Swalm; "Standardized Reading Tests--How Useable Are They?" by Joseph Zelnick; and "Roles, Responsibilities, and Qualifications of Reading Specialists" by the Professional Standards and Ethics Committee of the International Reading Association.

Descriptors:

Remedial Reading, Language Development, Linguistics, Psycholinguistics, Standardized Tests, Reading Tests, Language Tests, Diagnostic Teaching, Reading Development, Composition (Literary)

Accession Number: RE 215

Laffey, James L. and Shuy, Roger. Language Differences: Do They Interfere? Newark, Delaware: International Reading Association, 1973. 185 pp.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

Order Number:

851

Also in ERIC: ED 076 968

Abstract:

This monograph is based on papers presented at a preconvention institute at the 1971 International Reading Association convention. The papers are intended to be of help to teachers of linguistically different children. There are four major sections: (1) Focusing on the problem; (2) Questioning language difference interference; (3) Publishing nonstandard dialect materials; and (4) Reviewing some issues and principles. Sample titles are: "Black English Phonology: The question of reading interference," by Paul Jay Melmed; "Dialectal Readers: Rationale, Use, and Value," by Lloyd Leaverton; and "Culturally Divergent Children and Creative Language Activities," by A. Barbara Pilon.

Descriptors:

*Cognitive Processes, *Cultural Differences, *Language Handicaps, *Nonstandard Dialects, *Reading Processes, Reading Skills, Descriptive Linguistics, Elementary Education, Negro Dialects, Reading Materials, Secondary Education

Accession Number: RE 213

Laffey, James L. Reading in the Content Areas. Newark, Delaware: International Reading Association, 1972. 247 pp.

Availability: **Order Number:**

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

ED 065 829

Abstract:

The purpose of this monograph is to deal primarily with those reading skills that will become the major responsiblity of content area teachers, offering them ways to translate research findings into classroom practice. Four major content areas are presented; literature, mathematics, the sciences, and social studies. The first paper in each major section is designed to review the research on the relationship between reading and success in a particular content area. Its purpose is to determine what is known and not known about teaching reading in the content classrooms of grades four through twelve; to identify problem areas; and to suggest areas in which additional research needs to be done. The second paper in each major area uses the research, or the author's experience where little specific research exists, as a basis for offering practical suggestions for teaching needed skills.

Descriptors:

*Classroom Techniques, *Content Reading, *Reading Research, *Literature, *Arithmetic, Problem Solving, Structural Analysis, Social Studies, Sciences, Reading Skills, Reading

Accession Number: RE 284

Lee, Grace E., and Berger, Allen. Learning Disabilities with Emphasis on Reading. Newark, Delaware: International Reading Association, 1978. 58 pp.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

Order Number:

332

Also in ERIC: ED 161 012

Abstract:

This is an annotated bibliography of approximately 250 entries that reflect papers appearing in a wide range of periodicals, proceedings and monographs. The periodicals reflect the areas of child development; general education; linguistics; speech and hearing; optometry; medicine and pharmacology; nursing and psychiatry; as well as reading, learning disabilities, and special education. The proceedings reflect conferences and conventions of educators, optometrists, physicians, psychologists, researchers, and others interested in the problem of the role of learning disabilities in reading education. The monographs include research documents completed at colleges and universities. The bibliography divides entries into the following categories: (1) nature of reading/learning disabilities; (2) processes relating to reading/learning disabilities; and (3) diagnosis, remediation, and treatment.

Descriptors:

*Annotated Bibliographies, *Learning Disabilities, *Reading Difficulty, *Reading Research, Learning Processes, Educational Diagnosis, Literature Reviews

Accession Number: RE 176

Livo, Norma J. Reading Readiness: Research in Review. Bloomington: Indiana University, ERIC Clearinghouse on Reading, 1972. 50 pp.

Availability: **Order Number:**

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

ED 059 854

Abstract:

This paper reviews the studies involving the more commonly measured reading readiness factors, discusses some unique studies, and projects what future research should be. The research areas discussed include: reading readiness tests as predictors of success in beginning reading; auditory discrimination factors and their relation to beginning reading; visual discrimination factors and their relation to beginning reading; oral language development before beginning reading; intelligence factors and their relation to beginning reading; and studies of a more diverse nature. Some generalizations are offered as a result of the conclusions of research in all areas of reading readiness. The author recommends, in particular, that future research should specifically examine the effects of many of the unmeasured factors and create and refine procedures to analyze and measure them. A 122-item bibliography is included.

Descriptors:

Auditory Discrimination; Beginning Reading; Bibliographies; Intelligence; Literature Reviews; Oral Communication; Predictive Measurement; Reading Readiness; Reading Readiness Tests; Research Reviews; Visual Discrimination

Accession Number: RE 264

Loban, Walter. Language Development: Kindergarten through Grade Twelve. Urbana, Illinois: National Council of Teachers of English, 1976. 144 pp.

Availability:	**Order Number:**
National Council of Teachers of English 1111 Kenyon Road Urbana, IL 61801	26545 Also in ERIC: ED 128 818

Abstract:

The research reported in this monograph concerns the stages and growth of children's language from kindergarten through grade twelve. The study began with 338 children, half boys and half girls, representing all social and ethnic groups and a normal distribution of intelligence. At the close of the study, thirteen years later, there were still 211 of the original group. A number of differences between high and low proficiency language users are identified in the study. However, the author concludes that drawing up a valid age chart of sequence and stages is a hazardous business because such development is often nondramatic and greatly influenced by the individual differences of children. A further conclusion is that language still operates to preserve social class distinctions and remains one of the major barriers to crossing social lines. Thirty-nine references are cited; the most recent is dated 1975.

Descriptors:

*Composition Skills (Literary), *Language Development, *Language Fluency, *Language Patterns, Child Language, *Transformations (Language), Elementary Secondary Education, Failure Factors, Language Handicaps, Language Research, Longitudinal Studies, Success Factors, Syntax

Accession Number: RE 259

Lunstrum, John P., and Taylor, Bob L. Teaching Reading in the Social Studies. Newark, Delaware: International Reading Association, 1978. 92 pp.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark DE 19711

Order Number:

856

Also in ERIC: ED 157 008

Abstract:

The authors subscribe to a content-centered orientation for dealing with reading problems in the social studies. However, they realize that this approach does not address the needs of non-readers or seriously disabled readers in social studies classes. They offer a range of alternative strategies that go beyond the content-centered approach. The major portion of the book deals with three program areas: (1) How can a suitable match be made between pupil reading abilities and instructional materials? (2) What can be done to provide motivation to read in social studies classes? and (3) How can comprehension in reading of social studies material be improved? Within each problem area, selected strategies, procedures, and resources suitable to different grade levels are identified and described. Appendices provide information on research findings, assessing readability, personal classroom journals, discovery episode, and the doublespeak model.

Descriptors:

*Content Reading, *Learning Activities, *Reading Instruction, *Reading Research, *Social Studies, *Teaching Techniques, Student Motivation, Educational Resources, Reading Comprehension, Reading Ability, Readability, Reading Difficulty, Reading Materials

Accession Number: RE 314

McDonald, Geraldine. Recent Research on Language Development in Young Children. Paper presented at the Structure and the Education of Young Children, Early Childhood Education Seminar, Hamilton Teachers College, New Zealand, 1976. 14 pp.

Availability:	Order Number:
ERIC Document Reproduction Service P. O. Box 190 Arlington, VA 22210	ED 133 052

Abstract:

This document reviews recent research on language develpment and discusses some of the methods of encouraging language use in commercially produced lesson plans such as the Peabody Language Development Kit, the Peabody Early Education Kit and the Distar Language Program. An argument is presented against the concept that some children (particularly from minority groups) have "no language" and cites personal research with Maori children which suggests that the types of skills being tested make considerable differences in the results. It is also suggested that children in structured programs fail to maintain gains because these gains are simply an increase in vocabulary and older children, who are more mature, more socially confident and often better motivated to learn than younger children, can rapidly catch up with gains made by younger children. It is also argued that it makes little difference whether children start their formal schooling at five, six, or seven years of age and that the kind of "structure" which would be desirable in preschools is to have teachers who are well trained and possess an up-to-date knowledge about language development.

Descriptors:

Language Development, Research Reviews (Publications), Early Childhood Education

Accession Number: RE 190

McPhail, Irving P. Teaching Black Children to Read: A Review of Psycho- and Sociolinguistic Theories and Models. Graduate School of Education, University of Pennsylvania, October, 1974. 77 pp.

Availability:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

Order Number:

ED 103 819

Abstract:

Perhaps the most intriguing problem in American education today is teaching the children of the poor to read. Children in urban communities usually speak a different dialect of the English language. They bring to school a language containing all of the components of the informal standard dialects (syntax, structures, form, style, and lexicon), a language that has deep-rooted emotional and cultural ties for the child. Linguistic studies have given rise to the emergence of a psycholinguistic and sociolinguistic perspective in reading-language arts teaching. This work is intended as a review of recent research underlying this perspective with special reference to language in the innercity and classroom implications for teaching Black children to read.

Descriptors:

*Literature Reviews, *Psycholinguistics, *Reading Instruction, *Teaching Models, *Theories

Accession Number: RE 027

Mazurkiewicz, Albert J. Teaching about Phonics. New York: St. Martin's Press, 1976.

Availability:

Order Number:

St. Martin's Press
175 Fifth AVenue
New York, NY 10010

Abstract:

This book synthesizes research on symbol-to-sound correspondences used in decoding print with the intent of providing a basis for developing better strategies for teaching reading. It is intended for use as a text for courses such as teaching reading in elementary school or in early childhood; as a source book for reading specialists and teachers; and certain sections of the book could be useful for those working with adults learning English as a second language. It begins with a discussion relating the child's development in reading to stages in his or her cognitive development, devotes three chapters to a detailed analysis of significant sounds in American English and of the print correspondences of consonants and vowels, and closes with a discussion of the research base for recommended instructional activities. Fifty-one references are cited; the most recent is dated 1975.

Descriptors:

*Phonics, *Reading Instruction, *Teaching Methods, Cognitive Development, Consonants, Higher Education, Teacher Education, Reading Research, Vowels

Accession Number: RE 206

Merritt, John E., ed. New Horizons in Reading. Newark, Delaware: International Reading Association, 1976. 572 pp.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

Order Number:

425

Also in ERIC: ED 116 182

Abstract:

This volume contains a selection of papers presented at the Fifth World Congress on Reading held in Vienna in 1974 by the International Reading Association. The papers are grouped into six relatively discrete areas: (1) Reading: An expanding concept; (2) Some implications for the reading curriculum; (3) Writing systems: some comparative perspectives; (4) The printed media: a question of standards; (5) Special problems and special approaches; and (6) Raising teaching standards. The purpose of the book is to provide important new perspectives on familiar problems, and to draw attention to problems that have not previously been clearly recognized or adequately defined.

Descriptors:

*Early Reading, *Reading Comprehension, *Reading Programs, *Reading Development, *Reading Instruction, Spelling, Reading Research, Reading Skills, Conference Reports, Reading Games, Reading Habits, Reading Processes, Recreational Reading, Mass Media

Accession Number: RE 265

Murray, Frank B., ed. Models of Efficient Reading. Newark, Delaware: International Reading Association, 1978. 70 pp.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

Order Number:

524

Also in ERIC: ED 163 408

Abstract:

This is the fourth in a series of monographs on the development of the reading process. It is devoted to an examination of the efficiency of the reading process. The papers in the book (by Karen Cohen, Richard West, and George March) treat the experimental literature on eye movements in reading and information processing to determine what factors might be manipulated to improve the efficiency of the reading skill.

Descriptors:

Cognitive Processes, *Efficiency, Elementary Secondary Education, *Eye Movements, Higher Education, *Information Processes, Literature Reviews, Models, *Reading Processes, *Reading Research, Reading Skills, Research Needs

Accession Number: RE 209

Ollila, Lloyd O., ed. The Kindergarten Child and Reading. Newark, Delaware: International Reading Association, 1977. 82 pp.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

Order Number:

721

Also in ERIC: ED 138 952

Abstract:

This book is intended for kindergarten teachers who are interested in helping children become acquainted with reading, developing skills in preparation for formal reading, and guiding those who are reading or wishing to learn to read. It is divided into five chapters: Chapter 1 provides an historical view of attitudes toward reading before grade one, reviews the research related to reading before grade one, and concludes that introducing reading in kindergarten should involve changes in the entire school's program. Chapter 2 describes the kindergarten child and reports how these characteristics could affect teaching strategies. Chapter 3 tells how the teacher can foster interest and achievement. Chapter 4 gives ideas on how to organize the kindergarten program for individualized instruction, and Chapter 5 describes various instructional materials and suggests ways to use them with kindergarteners.

Descriptors:

*Kindergarten Children, *Beginning Reading, *Reading Readiness, *Teaching Techniques, *Reading Instruction, Kindergarten, Motivation Techniques, Prereading Experience, Reading Materials, Reading Research

Accession Number: RE 145

Otto, Wayne; Peters, Charles W.; and Peters, Nathaniel, eds. Reading Problems: A Multidisciplinary Perspective. Reading, Massachusetts: Addison-Wesley Publishing Company, 1977.

Availability:

Order Number:

Addison-Wesley Publishing Co., Inc.
Reading, MA 01867

Abstract:

This book is intended as an introductory text, to meet the needs of pre-service college students and in-service teachers who are taking their first course in "remedial reading." The focus of the book is on reading disability in the school setting. The first eight chapters provide background for understanding the diverse causes of reading problems and for seeing them in perspective. Chapters 9-18 provide information for dealing with reading problems at the elementary school, high school, and adult levels.

Descriptors:

Remedial Reading, Reading Difficulty

Accession Number: RE 132

Page, William D., ed. Help for the Reading Teacher: New Directions in Research. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and the National Conference on Research in English, 1975. 112 pp.

Availability:

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

Order Number:

20644

Also in ERIC

ED 101 322

Abstract:

This book is designed to be a bridge between teachers and research in such topics as the cloze procedure, readability formulas, miscue analysis, reading strategies, informal reading inventories, and concepts and reading in the content areas. "Children's Behavior While Reading" by H. Robinson serves as a bridge between Huey's early beginning and contemporary theory and research. "Oral Reading Analysis: A View of the Reading Process" by C. Burke and "Reading Strategy Lessons: Expanding Reading Effectiveness" by Y. Goodman both discuss the reading process as seen through miscue analysis. "The Relationship of Beginning Reading Instruction and Miscue Patterns" by J. DeLawter looks at patterns of miscues in children who have received different kinds of reading instruction. "A Different Look at Reading in the Content Areas" by K. Carlson looks at the differences in miscues produced in reading different content materials. "Literacy in the Classroom" by J. Bormuth discusses readability of texts and the pupils' ability to comprehend textual materials. "Auditory Discrimination: Differences versus Deficits" by P. Williams reports on research that isolates linguistic elements. And "Use of Informal Reading Inventories" by W. Page and R. Barr discusses the informal reading inventory.

Descriptors:

*Informal Reading Inventory, *Miscue Analysis, *Reading Diagnosis, *Reading Research, *Reading Tests

Accession Number: RE 286

Page, William D., and Pinnell, Gay Su. Teaching Reading Comprehension. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and the National Council of Teachers of English, 1979.

Availability:

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

Order Number:

51906

Abstract:

This book attempts to synthesize and introduce current theory and research in reading comprehension and to make applications for classroom practice. Before writing the book, the authors circulated an opinionnaire among a "large number" of fourth, fifth, and sixth grade teachers. The content of the book was determined by this report of teachers' concerns and needs. Part One presents research and theory concerned with language acquisition, the connection of language and reading, and the bases for conventional approaches to reading instruction. Part Two includes a number of specific recommendations for practice that incorporate the research implications from Part One. The chapters in Part Two are "Exploring Language Uses," "Developing Purposes for Reading," "Assessing Reading for Meaning," and "Planning for Student Learning."

Descriptors:

Reading Comprehension, Classroom Techniques, Intermediate Grades, Reading Instruction, Language Usage, Reading Research

Accession Number: RE 274

Pearson, P. David, and Kamil, Michael L. Basic Processes and Instructional Practices in Teaching Reading. Reading Education Report No. 7. Champaign, Illinois: Center for the Study of Reading, 1978.

Availability:	Order Number:
Center for the Study of Reading University of Illinois 51 Gerty Drive Champaign, IL 61820	ED 165 118

Abstract:

This paper attempts to show that different reading models suggest different instructional strategies and predispose a teacher to alternative decisions about issues in teaching reading. The authors do not recommend one model over another - they simply point out that alternative practices can be seen to be consistent with alternative models of the reading process. Their hope is that, through reading this and other articles dealing with the relationship between theories, models, and practice, teachers might begin to make decisions which are theoretically consistent with one another and to recognize when they are not. Sixteen references are cited; the most recent is dated 1978.

Descriptors:

Beginning Reading, Cognitive Processes, Decision-Making, Educational Practice, *Educational Theories, Elementary Education, *Models, Reading Diagnosis, Reading Difficulty, *Reading Instruction, Reading Materials Selection, *Reading Processes, *Reading Skills, Semantics, *Teaching Methods

Accession Number: RE 285

Pennock, Clifford, Ed. Reading Comprehension at Four Linguistic Levels. Newark, Delaware: International Reading Association, 1979.

Availability:	Order Number:
International Reading Association 800 Barksdale Road P. O. Box 8139 Newark, DE 19711	487

Abstract:

This volume contains articles on reading comprehension from a variety of sources, including the International Reading Association's Annual Convention held in Anaheim and the Sixth World Congress on Reading held in Singapore. Part One of the book contains three papers on theoretical bases and conceptual concerns related to reading comprehension. Part Two, "Comprehension at Four Levels: Instructional Strategies," includes nine papers with a variety of practical suggestions for improving comprehension instruction at the word, sentence, paragraph, and beyond paragraph level.

Descriptors:

Reading Comprehension, Reading Instruction, Linguistics, Teaching Procedures

Accession Number: RE 294

Radwin, Eugene, and Wolf-Ward, Maryanne, eds. "Reading, Language, and Learning." Cambridge, Massachusetts: Harvard Educational Review, Special Issue, 47, 3 (1977).

Availability:

Order Number:

Harvard Educational Review
Business Office
Longfellow Hall
13 Appian Way
Cambridge, MA 02138

Abstract:

This special issue of ten articles provides a forum for authors and researchers who have been exploring the interrelationships of reading and language processes and their implications for education. The articles are organized into four sections, and the book reviews at the end of the issue parallel that organization. The first three articles and the first three book reviews primarily concern linguistic issues and demonstrate the movement away from purely syntactic accounts of language and language acquisition that predominated during the 1960s. The articles in the second section exemplify the cross-fertilization that can occur between the fields of language and reading. The third section includes articles by Daniel and Lauren Resnick, Frank Smith, and Magdalen Vernon which incorporate research from language and other disciplines but deal primarily with reading. The final article in the issue, "Reading Reconsidered," by Thomas Wolf, traces how the influence of different schools of psychology has led to a conception of reading as an act applicable not only to text materials but also to other modes of human symbolic processing (art, music, and literature).

Descriptors:

Reading Processes, Reading Research, Psycholinguistics, Reading Difficulty, Functional Literacy, Reading Instruction, Psychology of Reading, Bilingual Education, Relationship between Speech and Reading

Accession Number: RE 260

Reading and Language Arts: Products from NIE. Washington, D.C.: National Institute of Education, 1977.

Availability:

Superintendent of Documents
United States Government Printing Office
Washington, D.C. 20401

Order Number:

GPO: 1977-792-314

Abstract:

This catalog covers products developed with total or partial funding from the National Institute of Education. All focus on reading and language arts or contain major components with that focus. All are suitable for students or teachers in grades K-12. More than seventy-five product descriptions are provided, arranged in one of four categories: early childhood education, elementary education, secondary education, and guides/training materials. Concise descriptive entries give essential information for each product. Information is separated into these sections: description, implementation requirements, services available, descriptors, target audience, materials/cost, assurances/claims, and contact. Three alphabetical indexes--a developer index, a descriptor index, and a product index--assist users to quickly locate products of interest.

Descriptors:

*English Instruction, *Reading Instruction, *Catalogs, *Language Arts, *Program Descriptions, *Federal Programs, Elementary/Secondary Education, Early Childhood Education, Reading Programs, Educational Research, Educational Resources, Reference Materials

Accession Number: RE 192

The Reading Process: A Selective Review of the Literature. Review of Research, No. 3. Baltimore: Maryland State Department of Education, Division of Research, Evaluation, and Information Systems, 1975. 48 pp.

Availability:	Order Number:
ERIC Document Reproduction Service P. O. Box 190 Arlington, VA 22210	ED 114 770

Abstract:

This publication presents a selected review and synthesis of the literature on the reading process. Section one describes an overview of the reading process. Various models of reading acquisition and their implications for reading are presented in section two. Section three considers a number of practical elements necessary when planning classroom programs, K-12. Among the topics discussed are: learning to read; two definitions of reading; the value of reading; the nature and purposes of language; language as a vehicle of communication; phonemes; morphemes; nativistic models; cognitive models; syntactic models; semantic models; developing the cognitive structure; developing comprehension processes; and accomplishing declared reading goals. An extensive bibliography is included.

Descriptors:

*Bibliographies, Language Role, *Literature Reviews, *Models, Reading Comprehension, *Reading Processes, Reading Programs, *Reading Research, Elementary Secondary Education

Accession Number: RE 030

Reading, Reading Training and Reading Disorders. Washington, D.C.: Smithsonian Science Information Exchange, Inc., 1977.

Availability:

Smithsonian Science Information Exchange, Inc.
Room 300
1730 M Street, N.W.
Washington, D.C. 20036

Order Number:

D 004

Abstract:

This document contains descriptions of research projects conducted between 1974 and 1977 having to do with reading, reading training, and reading disorders. One page is devoted to each project, with the following information given: supporting organizations, project title, investigators, performing organization, department/specialty, funding period and amount, and a project summary.

Descriptors:

Reading Difficulty, Learning Disabilities, Reading Instruction, Program Descriptions, Reading Research

Accession Number: RE 163

Resnick, Lauren B., and Beck, Isabel L. "Designing Instruction in Reading: Interaction of Theory and Practice." University of Pittsburgh: Learning Research and Development Center, 1975. 33 pp. Also appears in Aspects of Reading Acquisition. John T. Guthrie, ed. Baltimore, Maryland: Johns Hopkins University Press.

Availability: **Order Number:**

Learning Research and Development Center
University of Pittsburgh
160 North Craig Street
Pittsburgh, PA 15213

ED 113 690

Abstract:

The role of information-processing task analysis in linking psychological theory to instructional practice is illustrated with reference to reading. Two detailed information-processing models of decoding skills are compared to show how psychological considerations suggest the superiority of one model over the other as a basis for instruction. Procedures for teaching the superior model are examined and related to general principles of instructional design, and examples of research questions generated by instructional practice are discussed. A final section considers the role of task analysis in bringing psychological theory to bear on instruction in the complex skill of reading comprehension. A general map of the domain of reading comprehension is proposed and consideration given its implications for both research and instruction.

Descriptors:

*Information Processing, *Instructional Design, Reading Research, *Reading Comprehension, *Reading Instruction, *Teaching Models, Decoding (Reading), Elementary Education, Teaching Methods

Accession Number: RE 171

Resnick, Lauren B. Relations Between Perceptual and Syntactic Control in Oral Reading. University of Pittsburgh: Learning Research and Development Center, 1970. Also appears in the *Journal of Educational Psychology*, Spring, 1970.

Availability: Order Number:

Learning Research and Development Center
University of Pittsburgh
160 North Craig Street
Pittsburgh, PA 15213

Abstract:

A study of the relationship between perceptual and syntactic student factors in reading was conducted using the Eye-Voice-Span technique. Each student read aloud fifty-four passages projected on a screen. At a fixed point in the text the screen was blacked out, but the student continued to "read" as far as he could. Measures of average number of words read after light-out (EBS) and number of times student stopped at a phrase boundary (Stops) were used. There were four groups of students: third graders, fifth graders, college students under standard conditions, and college students under a perceptual strain condition created by projecting the slide upside down. Both EBS and Stops increased from third grade to college under standard conditions, but college students under perceptual strain performed like third graders. For college strain students there was a high correlation between EBS and Stops; for the other groups there was no significant correlation. Results are consonant with the theory that perceptual control is necessary for syntactic control to develop, but that the latter is learned independently and does not develop automatically as perceptual skill increases.

Descriptors:

*Eye Voice Span, *Reading Development, *Visual Perception, *Oral Reading, *Reading Skills, Reading Instruction, College Students, Grade Three, Grade Five, Speed Reading

Accession Number: RE 315

Robinson, H. Alan. Comprehension: An Elusive Concept. Paper presented at the Annual Meeting of the International Reading Association, 1977. 11 pp.

Availability: **Order Number:**

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

ED 141 758

Abstract:

This paper provides a brief survey of current theory concerning reading comprehension and suggests that the role of the reader's knowledge has been largely neglected. Factors that influence the assessment of information or idea gain are the nature of the learner, the nature of the material, the nature of the purposes for reading, and the means used for measurement. Six implications for instruction are illuminated, spanning such topics as integration of learning experiences in various situations, the level of familiarity of reading materials, and the type of questioning used in evaluation of reading comprehension.

Descriptors:

Reading Comprehension, Reading Instruction, Questioning Techniques

Accession Number: RE 258

Robinson, H. Alan, ed. Reading and Writing Instruction in the United States: Historical Trends. Newark, Delaware: International Reading Association and Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, 1977. 81 pp.

Availability:	Order Number:
International Reading Association 800 Barksdale Road P. O. Box 8139 Newark, Delaware 19711	855 Also in ERIC: ED 142 995

Abstract:

This volume is intended to help teachers and administrators make more informed choices about teaching reading and writing. Other purposes are to give researchers an idea of research trends across the years, and to stimulate further investigations that appear to be needed. Six chapters are included: (1) "In Adam's Fall: A Brief History of Spelling Instruction in the United States," by Richard E. Hodges; (2) "Composition: Prospect and Retrospect," by Alvina Trent Burrows; (3) "Reading Instruction and Research: in Historical Perspective," by H. Alan Robinson; (4) "Two Significant Trends in Reading Research," by Samuel Weintraub; (5) "The Roots of Reading Diagnosis," by Peter L. Pelosi; and (6) "Remedial Reading Secondary Schools: Three-fourths of a Century," by William P. Cowan.

Descriptors:
*Composition (Literary), *Educational History, *Reading Instruction, *Spelling Instruction, *Reading Research, *Remedial Reading, Educational Research, Eye Movements, Reading Diagnosis, Reading Interests, Writing

Accession Number: RE 177

Rosen, Carl L. Assessment and Relative Effects of Reading Programs for Mexican Americans: A Position Paper. Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory, 1970. 39 pp.

Availability:	**Order Number:**
ERIC Document Reproduction Service P. O. Box 190 Arlington, VA 22210	ED 061 000

Abstract:

The problem of teaching reading in English to Mexican American children with Spanish as their primary language is considered in this paper. Literature reviews are done on research dealing with: 1) linguistics; 2) language-modification approaches; 3) linguistics approaches; 4) language-experience approaches; 5) bilingual education; and 6) teacher-school factors. Conclusions on the basis of research in these six areas are given. Also given are implications and specific directions for: 1) basic research in language and reading processes; 2) normative descriptive studies of processes involved in reading; 3) pre-school educational research and leadership; 4) research in the teaching of English as a second language and bilingual education systems; and 5) basic and applied research into current school practices, conditions, and possible promising innovations. An eighty-eight item bibliography is included.

Descriptors:
Mexican Americans, Reading Programs, Program Evaluation, Literature Reviews, English (Second Language), Linguistics

Accession Number: RE 004

Samuels, S. Jay. Hierarchical Subskills in the Reading Acquisition Process. Hyman Blumberg lecture on Early Childhood Education. Baltimore: Johns Hopkins University, 1974.

Availability: **Order Number:**

Research and Development Interpretation
Service
CEMREL, Inc.
3120 59th Street
St. Louis, MO 63139

Abstract:

The author argues that: learning hierarchies do exist in reading; although we do not presently know the precise nature of these hierarchies, methods are available for their determination; and the most efficient way to teach a complex task such as reading is to simplify it by breaking it into subskills. The document summarizes research on both sides, claiming that the debate is one of "focus, emphasis, sequence;" not an either/or question. The author also claims that subskills should never become the total focus of instruction, but should be taught with meaningful and interesting reading material.

Descriptors:

Reading Skills, Subskills vs. Holistic Approach, Reading Acquisition

Accession Number: RE 252

Samuels, S. Jay, ed. What Research Has to Say about Reading Instruction. Newark, Delaware: International Reading Association, 1978. 186 pp.

Availability:	**Order Number:**
International Reading Association 800 Barksdale Road P. O. Box 8139 Newark, DE 19711	488 Also in ERIC: ED 158 231

Abstract:

This volume includes papers presented at the 1975 annual convention of the International Reading Association, as well as additional papers by a group of researchers widely known for their contributions to reading. The editor intends that the selections represent a balance between theory and application. Some of the titles included are: "Why You Still Can't Read in Third Grade: After Decoding, What?;" "Implications of Piaget's Theory for Reading Instruction;" "What Research Can Tell the Reading Teacher about Assessment;" and "A Pragmatic-Empirical Approach to Research in Reading."

Descriptors:

*Reading Instruction, *Reading Difficulty, *Theories, *Reading Research, *Research Utilization, Reading Rate, Reading Comprehension, Reading Ability, Reading Improvement, Linguistics, Reading Programs, Criterion Referenced Tests, Educational Assessment, Learning Disabilities, Psycholinguistics

Accession Number: RE 293

Schallert, Diane L., and Kleiman, Glenn H. Some Reasons Why Teachers are Easier to Understand Than Textbooks. Reading Education Report No. 9. Champaign, Illinois: Center for the Study of Reading, University of Illinois, 1979. 14 pp.

Availability:

Center for The Study of Reading
University of Illinois at Urbana-Champaign
51 Gerty Drive
Champaign, IL 61820

Order Number:

CS 004 898 (will appear in November RIE)

Abstract:

This report considers the question of why some children find textbooks to be much more difficult than teachers' presentations. The authors are cognitive psychologists whose view is that both reading and listening require the interplay of a variety of complex processes and that, although there are many similarities, there may be important differences between listening and reading in addition to those having to do with decoding, vocabulary and syntax. Excerpts from a textbook and a teacher's presentation of the same material are given and the differences noted. Four potential advantages of teacher presentations are identified: they can tailor the message to the students' background and level of understanding, provide external attention focusing and comprehension monitoring, and remind children of relevant knowledge they already possess. The authors recommend that teachers optimize their instruction in these ways so that the transition from listening to reading may be more successful in effecting reading comprehension. Seven references are cited; the most recent is dated 1979.

Descriptors:

Elementary Education, *Reading Comprehension, Listening Comprehension, *Content Reading, Teaching Methods, Written Language, *Student Teacher Relationship, *Teacher Guidance, *Learning Processes, Textbook Content, *Reading Research

Accession Number: RE 208

Seitz, Victoria. Social Class and Ethnic Group Differences in Learning to Read. Series on the Development of the Reading Process. Newark, Delaware: International Reading Association, 1977. 35 pp.

Availability:	**Order Number:**
International Reading Association 800 Barksdale Road P. O. Box 8139 Newark, DE 19711	521 Also in ERIC: ED 142 957

Abstract:

This document discusses alternative testable hypotheses that might account for the poorer reading performance of children from some ethnic and socio-economic groups. The author concludes that population differences in reading acquisition and skills are so marked that specification of the population would routinely be provided when reporting research on reading. In considering what is known about the causes of socio-economic status differences in reading, the quantity of research has not yielded a commensurate quality of satisfying answers, possibly because many studies have been weak methodologically. The author recommends more extensive examination of the nature of successful inner-city schools, continued and more fine-grained analysis of the consequences of expectations for academic success, and more research concerning the significance of dialect for reading. Eighty-four references are cited; the most recent is dated 1975.

Descriptors:

*Beginning Reading, *Nonstandard Dialects, *Ethnic Groups, *Reading Processes, *Reading Research, *Social Class, Cultural Differences, Early Childhood Education, Primary Education, Reading Development, Reading Difficulty, Reading Instruction, Reading Programs, Reading Readiness, Socioeconomic Status, Social Differences

Accession Number: RE 282

Selector's Guide for Elementary School Reading Programs, Volume 1. New York: Educational Products Information Exchange Institute, 1977.

Availability:

EPIE Institute
475 Riverside Road
New York, NY 10027

Order Number:

EPIE 82m

Abstract:

This report is intended to help educators in selecting reading programs that are best suited to their reading curricula and to the teachers and learners who will use them. It contains a comprehensive analysis of twelve reading programs currently being marketed, presented in a form that allows side-by-side comparisons of the various characteristics of each program. For most of the programs, there is also a "Report from Users" that shows a tabulation of responses to a questionnaire sent to elementary school teachers who are using the program. A companion volume presents similar information for twelve additional reading programs.

Descriptors:

*Reading Programs, *Merchandise Information, *Reading Materials, *Content Analysis, *Textbook Evaluation, *Evaluation, Program Evaluation, Instructional Materials, Media Selection, Elementary Education

Accession Number: RE 283

Selector's Guide for Elementary School Reading Programs, Volume 2. New York: Educational Products Information Exchange Institute, 1978.

Availability:

EPIE Institute
475 Riverside Drive
New York, NY 10027

Order Number:

EPIE 83m

Abstract:

This report, along with Volume 1 of the Selector's Guide, contains a comprehensive analysis of twenty-four reading programs currently being marketed. The form used allows easy comparison of the characteristics of each program and is intended to be a tool for educators in selecting reading programs best suited to their reading curricula and the teachers and learners who will use them. For most of the programs a "Report from Users" is included, showing a tabulation of responses to a questionnaire sent to elementary school teachers who are using the program.

Descriptors:

*Reading Programs, *Reading Materials, *Content Analysis, *Merchandise Information, *Textbook Evaluation, *Evaluation, Program Evaluation, Instructional Materials, Elementary Education, Media Selection

Accession Number: RE 287

Shafer, Robert E., ed. Applied Linguistics and Reading. Newark, Delaware: International Reading Association, 1979.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

Order Number:

722

Abstract:

Each of the twelve papers in this volume deals with an aspect of linguistic theory and its application to understanding reading or teaching reading. The first section of the book includes three papers which deal generally with the ways in which linguistics is redefining the reading process and the reading program itself. In the second section, "Applied Sociolinguistics and Reading," recent research in the area of dialect and reading is surveyed, and implications explored for ways of working with children who come to school speaking Black English or other varieties of English. The third and largest section of the book, "Applied Psycholinguistics and Reading," includes six papers dealing with the implication of recent research in child language and developmental psycholinguistics for reading acquisition.

Descriptors:

Linguistic Theory, Linguistics, Reading Programs, Sociolinguistics, Psycholinguistics

Accession Number: RE 196

Shuy, Roger W., ed. Linguistic Theory: What Can It Say About Reading?
Newark, Delaware: International Reading Association, 1977. 195 pp.

Availability:	**Order Number:**
International Reading Association 800 Barksdale Road P. O. Box 8139 Newark, DE 19711	720 Also in ERIC: ED 138 925

Abstract:

This book includes ten papers, two in each of five areas of linguistics: phonology, grammatical analysis, sociolinguistics, pragmatics, and ethnography of speaking. The intention of the book is to suggest areas in which linguistic theory might lead to development in daily classroom practice. One contention of the book is that children fall off in reading progress after the first year or so because teaching programs continue to focus on onset skill development at stages in which more appropriate strategies would involve larger chunking of language processes. A second contention is that a teaching program in reading should be constructed to develop middle-level reading skills, a program that will call on a child's knowledge not only of syntax but also on his knowledge about how language is used.

Descriptors:

*Reading Instruction, *Reading Processes, *Phonology, *Sociolinguistics, *Linguistic Theory, Language Development, *Linguistics, *Pragmatics, Elementary Secondary Education, Grammar

Accession Number: RE 021

Singer, Harry; and Ruddell, Robert B., eds. Theoretical Models and Processes of Reading. Second edition. Newark, Delaware: International Reading Association, 1976.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

Order Number:

A/P 8767 432

Abstract:

This book includes forty-seven articles, organized and grouped into three sections: processes, models, and issues in research and teaching. At least one current research article illustrates a mode of inquiry and a heuristic procedure in each process area. Models are grouped into psycholinguistic, information processing, developmental, and affective categories. The section on teaching and research issues concludes with a critique of inferences derived from theories of development and applied to processes of reading. A set of focusing questions appears at the beginning of each of the three major sections. An author and subject index completes the volume. It is intended to be useful both as a textbook in graduate courses in education and psychology, and as a resource for teachers, writers, researchers, diagnosticians, and administrators.

Descriptors:

Reading Processes, Psycholinguistics, Information Processing, Developmental Reading, Affective Behavior, Models, Reading Research, Learning Theories, Textbook, Reading Models, Relationship between Research and Practice

Accession Number: RE 016

Singer, Harry. "Research That Should Have Made a Difference." Elementary English 47, 1: 27-34.

Availability: **Order Number:**

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

Abstract:

The author summarizes ten research studies--carried out between 1917 and 1956--that have made a difference in reading instruction. He then reviews fifteen additional studies--spanning the years from 1886 to 1967--and points out those which he feels should have made a difference but did not, and those which had a long-lasting effect but shouldn't have. Research suggests that: (1) reading is not a general unitary factor; (2) whether or not a particular variable is predictive of reading achievement depends to some degree upon the common elements among the predictor variable, the evaluation instruments, and the method of instruction; (3) perception of printed words and letters is among the best predictors of subsequent reading achievement, while perceptual training on materials other than printed words is not as likely to be related to reading achievement; (4) word frequency control with selection and presentation of high frequency words that are uniformly similar in appearance tends to preclude the use of configuration cues in the initial stages of reading; (5) improvement on speed of reading is likely to have salutory effects upon power of reading; and (6) improvement in speed of reading necessitates measurement of three components of the fixation pause: seeing time, central processing time, and eye movement stabilizing time.

Descriptors:

Relationship between Research and Practice, Reading Achievement, Speed of Reading, Perceptual Training, Predictors of Reading Achievement

Accession Number: RE 298

Smith, Carl B. Treating Reading Difficulties: The Role of the Principal, Teacher, Specialist, Administrator. Washington, D.C.: National Center for Educational Communication, 1970. 132 pp.

Availability:

Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402

Order Number:

HE 5.230:30026

ED 041 423

Abstract:

This monograph is intended to make educators aware of what has been discovered about reading difficulties and what treatments of those difficulties are working in school districts throughout the country. The four target audiences to whom it is directed and their areas of responsibility are: (1) the principal and the treatment of reading difficulty related to environmental factors; (2) the top-level administrator and the treatment of reading difficulty through a multiservice diagnostic center; (3) the teacher and the treatment of reading difficulty in the classroom; and (4) the reading specialist and the treatment of reading difficulty within a school building. The monograph summarizes and interprets research and development findings, describes new and apparently successful programs, and makes recommendations for setting up similar programs.

Descriptors:

Administrator Role, *Educational Diagnosis, Educational Methods, *Exceptional Child Education, Principals, Reading Consultants, *Reading Difficulty, Reading Programs, *Remedial Instruction, Teacher Role

Accession Number: RE 231

Smith, Carl B.; Carter, Barbara; and Dapper, Gloria. Correcting Reading Problems in the Classroom. Putting Research Into Educational Practice Report No. 4. Washington, D.C.: U.S. Department of Health, Education, and Welfare, National Center for Educational Communication, 1972.

Availability:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Order Number:

Stock No. 1708-0981
Catalog No. HE 5.212:12064

Abstract:

This paper starts from the assertion that the classroom teacher is the pivotal person in creating good readers and in correcting difficulties as they arise. It discusses methods for diagnosing reading problems, gives a number of suggestions for working with groups and individuals to correct reading problems, describes some successful programs for corrective reading in the classroom, gives specific techniques for correcting specific problems and developing specific reading skills, and concludes with a discussion of problems and pitfalls to be avoided. Ninety-three references are cited; the most recent is dated 1968.

Descriptors:

Classroom Guidance Programs, Corrective Reading, Elementary School Students, Reading Difficulty, Remedial Teachers, Oral Reading, Reading Comprehension, Reading Diagnosis

Accession Number: RE 230

Smith, Carl B; Carter, Barbara; and Dapper, Gloria. Establishing Central Reading Clinics: The Administrator's Role. Putting Research Into Educational Practice Report No. 3. Washington, D.C.: U.S. Department of Health, Education, and Welfare, National Center for Educational Communications, 1972.

Availability:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Order Number:

Stock No. 1708-0982
Catalog No. HE 5.212:12063

Abstract:

This paper begins with evidence of the need for special help in reading for many children, including those of average or above average intelligence. Believing that the only hope for most students for widespread early detection and for treatment of reading disabilities lies in school-connected clinics, this report provides information intended to help administrators set up such clinics. Models of successful clinics are described, steps for starting a clinic are listed along with policy considerations. Fifty references are cited; the most recent is dated 1967. Appendices include a list of university reading clinics that treat severe reading disabilities and a sample book list for a reading clinic.

Descriptors:

Administrative Personnel, Reading Difficulty, Reading Clinics, Remedial Reading Clinics, Elementary School Students, Reading Diagnosis, Secondary School Students

Accession Number: RE 232

Smith, Carl B.; Carter, Barbara; and Dapper, Gloria. Reading and the Home Environment: The Principal's Responsibility. Putting Research into Educational Practice Report No. 2. Washington, D.C.: U.S. Department of Health, Education and Welfare, National Center for Educational Communication, 1972.

Availability:	**Order Number:**
Superintendent of Documents U.S. Government Printing Office Washington, D.C. 20402	Stock No. 1780-0978 Catalog No. HE 5.212:12062

Abstract:

This paper is based on the assumption that the school principal must be the prime mover behind programs aimed at remedying the environmental factors that contribute to students' reading difficulties. Attention is focused both on specific techniques within the school designed to overcome environmental drawbacks and on programs that reach beyond the school walls to involve the parents and neighborhood in the learning process. Case studies of programs that translate theory into action are described. A step-by-step approach to change is given, along with a discussion of cautions and alternatives. Sixty-five references are cited; the most recent is dated 1966.

Descriptors:

Family Environment, Reading Difficulty, Reading Research, Remedial Reading Programs, Instructional Innovation, Reading, Instruction, Principals

Accession Number: RE 229

Smith, Carl B; Carter, Barbara; and Dapper, Gloria. Treating Reading Disabilities: The Specialist's Role. Putting Research into Educational Practice Report No. 5. Washington, D.C.: U.S. Department of Health, Education, and Welfare, National Center for Educational Communications, 1972.

Availability:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Order Number:

Stock No. 1780-0976
Catalog No. HE 5.212:12065

Abstract:

This paper begins with a discussion of the scope of the problem of children's reading difficulties and describes briefly the staff and goals of a remedial reading program. The body of the report is devoted to describing programs and techniques helpful for a remedial teacher, a reading consultant, or a reading supervisor whose responsibilities cover the operation of a remedial program within a school building. A section on diagnostic and correctional procedures for specific reading skills includes sample exercises. Eighty-one references are cited; the most recent is dated 1968.

Descriptors:

Specialists, Reading Difficulty, Learning Disabilities, Classroom Guidance Programs, Educational Diagnosis, Corrective Reading, Remedial Reading Programs, Remedial Reading, Remedial Teachers

Accession Number: RE 316

Smith, Frank. Applications of Research: Language Comprehension and Reading. Paper presented at the Annual Meeting of the International Reading Association, 1976. 15 pp.

Availability: **Order Number:**

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

ED 127 559

Abstract:

Theories of reading development may be grouped into roughly two opposing categories, depending on where the source of reading control is assumed to be located. "Outside-in" theories, those characterized by the notion that reading is a hierarchical series of decisions dependent on structured discrimination of print material, clearly predominate. Although these theories provide the basis for the most frequently used reading instruction programs, they fail to account for intention, selectivity, prediction, and comprehension in reading. "Inside-out" approaches, on the other hand, argue that children learn to read by making sense of written language from inferred meaning and prior knowledge, in much the same manner that they acquire language skills. Although these theories do not offer prescriptions for methodology or provide direct translations into practice, their assumptions often appeal to the intuitions of experienced teachers. Since the skill of reading is imbedded in the complex functions of the brain, educators need to focus their attention on the internal, as well as external, processes of learning.

Descriptors:

*Learning Processes, *Learning Theories, *Reading Development, *Reading Instruction, *Reading Processes, Reading Programs, *Reading Research, Teaching Methods

Accession Number: RE 299

Smith, Frank. Comprehension and Learning: A Conceptual Framework for Teachers. New York: Holt, Rinehart and Winston, 1975.

Availability:

Order Number:

Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017

Abstract:

This book intends to provide a comprehensive, coherent account of comprehension and learning for teachers and for educational psychology students. The author's basic message is that the effort to learn is an effort to comprehend. The principal implication for teachers is that the effort to teach must be an effort to make comprehensible. However, the author does not prescribe how teachers should do this but rather provides a broad conceptual framework that will enable them to make their own decisions in the classroom and also to interpret, evaluate, adopt or reject any research conclusion or item of educational theory with which they might be confronted.

Descriptors:

Reading Comprehension, Reading Instruction, Psychology of Reading, Learning Processes

Accession Number: RE 327

Smith, Frank. Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read. Second edition. New York: Holt, Rinehart, and Winston, 1978. 272 pp.

Availability:

Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017

Order Number:

0-03-020866-1

Abstract:

The author attempts to shed light on some of the fundamental aspects of the complex skill of Reading--linguistic, psychological, and physiological--and on what is involved in learning to read. Because an understanding of reading requires some acquaintance with research in a variety of disciplinary fields, more than half the book is devoted to such topics as language, communication, learning theory, the acquisition of speech, and the physiology of the eye and brain. Four themes run through the book: (1) understanding how children learn to read requires understanding reading and how children learn; (2) understanding reading requires understanding language generally and the functioning of the brain; (3) from a reading point of view, information brought to reading by the brain is more important than information provided by the print; and (4) from an instructional point of view, children learn to read by reading.

Descriptors:

Psychology of Reading, Learning Processes, Reading Processes, Reading Research

Accession Number: RE 305

Smith, Marshall S., ed. Applications of Existing Reading Comprehension Research, Panel 6: Conference on Studies in Reading. Washington, D.C.: National Institute of Education, 1975. 32 pp.

Availability:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

Order Number:

ED 108 175

Abstract:

The purposes of this conference panel were to suggest ways of bringing basic and applied research on reading comprehension into an interaction that would enhance both theory and practice, and to develop an approach to the design and study of instructional practice that would maximize the relevance of instructional research for both the public and the education profession. This panel report consists of outlines of three approaches to research and development in reading comprehension. These approaches involve instructional implications of current theories on language comprehension, instructional practice as the source of instructional design and theoretical model building, and psychological analysis of reading comprehension tasks.

Descriptors:

Conference Reports, Learning Theories, Reading, *Reading Comprehension, *Reading Instruction, Reading Processes, *Reading Research, Task Analysis, *Teaching Methods, Teaching Models, *Theories

Accession Number: RE 056

Smith, Marshall, E., ed. Assessment of Reading Comprehension. Panel 5, Conference on Studies in Reading, August 1974, at Washington, D.C. Washington, D.C.: National Institute of Education, 1975. 32 pp.

Availability:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

Order Number:

ED 106 831

Abstract:

The aim of the panel on reading comprehension, sponsored by the National Institute of Education Conference on Studies in Reading, was to determine the influence of intellectual factors, general experiences with the world, knowledge specific to the particular reading task, and general decoding skills to successful reading performance. In addition, an attempt was to be made to find ways to characterize the difficulty and other demand characteristics of written material and the task the reader is asked to perform. Finally, an attempt was to be made to integrate the results of the work just described with other theoretical and practical work in reading. The contents of the document are as follows: "Analysis of the Reading Demands in American Life," which lists several projects for the analysis of functional reading tasks; "Identification of Psychological Factors Involved in Reading Comprehension," which discusses the development of information-processing models for selected reading tasks; "Evaluating Individual Performance and Instructional Outcomes," which has as its aim the development of methods for evaluating understanding and models for individual testing; and "Comprehension and the Design and Evaluation of Written Material for Effective Human Use," which has as its aim the development of techniques to determine rational procedures for designing written material for various prespecified human uses.

Descriptors:

*Reading Comprehension; *Reading Processes; *Reading Skills

Accession Number: RE 306

Smith Marshall S., ed. Essential Skills and Skill Hierarchies in Reading, Panel 10: Conference on Studies in Reading. Washington, D.C.: National Institute of Education, 1975. 37 pp.

Availability:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

Order Number:

ED 108 176

Abstract:

This conference panel report focuses on the identification and validation of essential reading skills and on the organization of those skills into instructional hierarchies. The three approaches to research which the panel recommended are the identification and validation of behaviors essential or supportive to the acquisition of competent reading behavior, the identification of the factors which influence the learning and development of essential and supportive skills, and the empirical determination of the optimal hierarchical arrangment of the skills essential to success in reading.

Descriptors:

Behavior, Conference Reports, Reading Achievement, *Reading Instruction, *Reading Processes, *Reading Research, *Reading Skills, *Research Methodology, Research Needs, Skill Development

Accession Number: RE 304

Smith, Marshall S., ed. Modeling the Reading Process, Panel 4: Conference on Studies in Reading. Washington, D.C.: National Institute of Education, 1975. 34 pp.

Availability:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

Order Number:

ED 108 174

Abstract:

The primary goal of the conference panel on modeling the reading process was to prepare a programmatically related set of suggestions which could lead to a clearer account of reading and to an ability to pose successively better research questions. This panel report contains sections on the development of a model for word recognition during reading, an investigation of the integration of word meanings into higher order structures, the characterization of the development of reading ability in children, the development of a model for eye movement guidance during reading, and a measurement of the information processing habits of competent readers when they are confronted with complex reading tasks. A list of references is included.

Descriptors:

Conference Reports, Decoding (Reading), *Models, Reading, Reading Ability, Reading Comprehension, *Reading Processes, *Reading Research, *Reading Skills, *Research Methodology, Semantics, Word Recognition

Accession Number: RE 055

Smith, Marshall S., ed. Semantics, Concepts, and Culture. Panel 1, Conference on Studies in Reading, August 1974, at Washington, D.C. Washington, D.C: National Institute of Education, 1975. 65 pp.

Availability:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

Order Number:

ED 106 830

Abstract:

The problem of the panel on semantics, concepts, and culture, sponsored by the National Institute of Education Conference on Studies in Reading, was to determine how lexical, semantic, conceptual, and cultural factors contribute to reading comprehension. The contents of the document include the following: "Word Recognition Skills," which explores the extent to which reading comprehension depends on the readers' knowledge and recognition of the words they are reading, and which presents two projects, one concerned with a psychological investigation of the organization of lexical memory and its relevance for word recognition, the other with the simulation of lexical memory and retrieval in text-processing systems; "Sentence Comprehension Skills," which has as its goal exploration of the extent to which reading comprehension depends on the reader's mastery of conceptual relationships within a sentence; "Text Comprehension Skills," the goal of which is identification of those skills that are important for text comprehension, as distinguished from word or sentence comprehension, and the determination of how those skills can be taught; and "Priorities and Recommendations," which discusses assigning priorites.

Descriptors:

*Concept Formation, *Reading Comprehension, *Reading Skills, *Semantics

Accession Number: RE 013

Smith, Nila Banton. "Reading Research: Some Notable Findings." Paper presented at the 1971 Convention of National Council of Teachers of English. Elementary English. Los Angeles: University of California.

Availability:

Order Number:

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

Abstract:

The author reviews research having useful implications for reading instruction in the classroom. Among the findings reported are: (1) some first grade children do not understand the distinction between words and letters; (2) letter-name knowledge does not help children to read, but letter-sound training does have a positive effect; (3) some children are ready to read at earlier ages than others and the appropriate age varies greatly with different children; (4) critical reading needs to be taught in the elementary grades and might be encouraged if teachers were to ask fewer literal comprehension questions and more questions designed to develop interpretation and reflection; and (5) studies followed from first through third grade indicate that the method used in beginning reading instruction is less important to student reading achievement than such factors as teacher competence, teacher predilection for a certain method, pupil characteristics, or administrative leadership. Ten references are cited; the most recent is dated 1970.

Descriptors:

Relationship between Research and Practice, Reading Readiness, Predictors of Reading Achievement

Accession Number: RE 270

Spache, George D. Good Reading for Poor Readers. Tenth edition. Champaign, Illinois: Garrard Publishing Co., 1978.

Availability:

Garrard Publishing Company
1607 N. Market Street
Champaign, IL 61820

Order Number:

8116-6013-3

Abstract:

This is a resource book for instructional material, trade books, magazines and newspapers, and other materials for use with poor readers. There are extensive listings with brief annotations which include grade level. There are also chapters on motivation, reading interests, and bibliotherapy. Training materials and teaching suggestions regarding visual perception, auditory perception, and programmed reading are discussed. The revision of the Spache Readability Formula, first offered in 1974, is included in complete form for application by teachers and publishers. Data comparing the formula to other readability formulas is also presented.

Descriptors:

Booklists, Childrens Books, Reading Material Selection, Reading Materials, Reading Interests, Disadvantaged Youth, Readability, Bibliotherapy, Reading Difficulty, Elementary Education, Remedial Reading, Visual Perception, Auditory Perception

Accession Number: RE 271

Spache, George D. Good Reading for the Disadvantaged Reader: Multi-Ethnic Resources. Champaign, Illinois: Garrard Publishing Co., 1975. 311 pp.

Availability:

Garrard Publishing Company
1607 N. Market Street
Champaign, IL 61820

Order Number:

8116-6012-5

Also in ERIC: ED 112 364

Abstract:

This is a resource book for teachers and librarians, intended to help achieve reading success among disadvantaged children from multi-ethnic groups. Chapters on self-examination of personal attitudes for teachers are included, as well as on building positive student self-concept. There are guides for individualized book selection based on the child's immediate interests and experience. Bibliographies divided according to interest areas, reading difficulty, ethnic life-style settings and other classifications should be helpful in locating materials that will interest the reluctant or disadvantaged reader.

Descriptors:

*Annotated Bibliographies, *Disadvantaged Youth, *Minority Groups, *Language Experience Approach, *Reading Instruction, Adult Literacy, Elementary Secondary Education, Reading Improvement, Reading Materials, Self Concept

Accession Number: RE 026

Spache, George D., and Spache, Evelyn B. Reading in the Elementary School. Fourth edition. Boston, Massachusetts: Allyn and Bacon, Inc., 1977.

Availability:

Allyn & Bacon, Inc.
470 Atlantic Avenue
Boston, MA 02210

Order Number:

235784

Abstract:

This book is intended as a text for training elementary teachers in methods of teaching reading. The authors analyze the leading theories, note the advantages and limitations they see in each, and then point out a specific combined approach. The approach centers on training in effective use of the teacher-pupil conference for observing significant reading behaviors, and planning appropriate developmental and corrective steps in the classroom.

Descriptors:

Reading Theories, Textbook, Preservice Education--Elementary, Teacher-Pupil Conference, Developmental Techniques, Remedial Techniques

Accession Number: RE 301

Summers, Edward G., and others. Guide to Professional Textbooks and Research in Secondary Reading. Vancouver: British Columbia University, 1973. 54 pp.

Availability:

The Bookstore
University of British Columbia
Vancouver, British Columbia, Canada

Order Number:

ED 095 508

Abstract:

Recent years have seen a marked rise in the information available--in professional textbooks and in research reports--on secondary reading programs. This compilation has been developed to serve as a guide to some of the more useful older and newly developed texts and research. Fifty-three selected references have been collated in the guide and are organized under fifteen broad categories: the nature of reading development, the need for secondary reading programs, developmental and sequential reading, trends and practices in organization of secondary reading, reading programs (kindergarten through college), educational personnel and reading, parents and reading improvement, reading skills and how to teach them, reading in content areas, reading interests (personal development through reading), materials-mass media-mechanical devices in reading, measurement and evaluation in reading, diagnosis and remediation of reading difficulties, research in reading, and reference materials. All references cite chapter number and title and page number.

Descriptors:

*Bibliographies, Literature Reviews, *Reading Instruction, *Reading Programs, *Reading Research, Secondary Education, *Teacher Education

Accession Number: RE 194

Summers, Edward A. A Review of Research and Bibliography on Published Attitudinal Instruments in Reading. Paper presented at the annual meeting of the International Reading Association, 1976. 34 pp.

Availability:

ERIC Document Reproduction Service
P. O. Box 190
Arlington, VA 22210

Order Number:

ED 123 558

Abstract:

The purpose of this review is to report an analysis of recent research related to measurement of attitudes in reading. It is based on a search of the literature published primarily since the late 1960's. The emphasis is on research related to attitudinal measuring tools rather than the results of research utilizing such tools. The review is organized into four sections. First, a number of studies reporting development of reading attitude measures are reviewed. Second, general criteria recommended for consideration in attitude scale development are presented. Third, some general comments about measuring reading attitude are made. Finally, a special reference section presents additional sources related to measurement and the affective domain, attitudinal measurement in education, and attitudinal measurement in reading. Reading attitude measures are noted as representing three categories: self report instruments, direct observation, and projective techniques. Criteria for reading attitude test development are item development, response set contamination, and statistical procedures. It is noted that adequate conceptualization and definition of reading attitude constructs is still a major problem in research in the field.

Descriptors:

*Affective Test, *Attitudes, *Attitude Tests, *Reading Research, *Reading, *State of the Art Reviews, Research Reviews (Publications), Reading Tests, Literature Reviews, Bibliographies, Semantic Differential, Test Construction

Accession Number: RE 303

Vaughan, Joseph L., Jr., and Gaus, Paula J., eds. Research on Reading in Secondary Schools. Tucson: College of Education, University of Arizona, 1978.

Availability:

Order Number:

Reading Department
College of Education
University of Arizona
Tucson, AZ 85721

Abstract:

This monograph presents research findings to professionals in reading who are interested in improving the reading ability of adolescents. It is divided into two sections: Study Habits and Study Skills Related to Reading, and Prereading Anticipation Activities. The two papers in the first section examine research related to the overall subject area of study skills and to the most frequently touted approach (Robinson's Survey, Question, Read, Recite, Review--SQ3R) to study skills as applied in reading instruction. The papers in the second section examine research on two of the widely advocated prereading strategies (advance organizers and structured overviews) intended for adolescent readers.

Descriptors:

Reading Research, Secondary Education, Reading Skills, Study Skills, Reading Instruction, Prereading Strategies

Accession Number: RE 200

Venezky, Richard L. "Research on Reading Processes: A Historical Perspective." American Psychologist 32, 4 (1977): 339-345.

Availability: **Order Number:**

Richard L. Venezky
Department of Educational Foundations
University of Delaware
Newark, DE 19711

Abstract:

This paper traces the systematic study of reading from the beginnings of experimental psychology in the 1880's. Forty-six references are cited; the most recent is dated 1976. The author views the period from 1908 through the late 1950's as a time when little contribution was made in the understanding of reading processes, because the influence of behaviorism turned experimental psychologists away from basic processes and toward research in teaching and testing. Interest in cognitive processes renewed in the late '50's and continues with the current interest in information processing. However, the author concludes that, since more present-day studies on reading are not motivated by an interest in reading per se, they are of limited value in improving reading instruction. Other problems he identifies are: most studies use adults as subjects; experimental psychologists do not generally have the appreciation for translating research results into improved instruction; conditions for communicating research results to other researchers and to reading specialists are poor; and the research community needs a more convincing justification for continued government support of basic research than one based on potential links to classroom practice.

Descriptors:

*Science History, *Psychological Studies, *Educational Research, *Historical Reviews, *Reading Research, Research Needs, Literature Reviews, Cognitive Processes, Research Reviews (Publications), Visual Perception

Accession Number: RE 300

Wanat, Stanley F., ed. Issues in Evaluating Reading. Linguistics and Reading Series: 1. Papers in Applied Linguistics. Arlington, Virginia: Center for Applied Linguistics, 1977. 77 pp.

Availability:

Center for Applied Linguistics
1611 N. Kent Street
Arlington, VA 22209

Order Number:

ED 136 596

Abstract:

Six papers are included in this collection. "How Misconceptions about Language Affect Judgments about Intelligence," by Roger W. Shuy, and "The Cultural Context of Learning to Read," by R. P. McDermott, deal with contexts in which evaluation of a student's reading are made: a teacher's direct evaluation of a student's reading performance and a teacher's interpretation of a student's performance on a reading test take place within the context of what the teacher thinks of that student's general level of cognitive abilities. "Criteria for Evaluating Readiness: 'When Is a Child Intelligent Enough to Read?'," by Stanley F. Wanat, and "Consumer Awareness in Testing Reading," by William Eller and Roger Farr, discuss the content, form, and use of standardized reading tests. In his paper entitled "What Should Early Reading Tests Measure?", J. Jaap Yuinman stresses the need for close correspondence between what is tested and what is taught, and "IQ Is and Is Not Related to Reading," by Harry Singer, deals with the variable relationship between IQ and reading dependent on the nature and difficulty of the task, the capabilities of the reader, and the time allowed for learning, the quality of instruction, and the nature of the tests used for assessing intelligence and reading. Eight pages of references conclude the volume.

Descriptors:

Applied Linguistics, Student Evaluation, *Reading Tests, Intelligence Tests, Reading Readiness Tests, Intelligence Quotient, Standardized Tests

Accession Number: RE 325

Weaver, Phyllis, and Shonkoff, Fredi. Research Within Reach: A Research-Guided Response to Concerns of Reading Educators. St. Louis, Missouri: Research and Development Interpretation Service, CEMREL, Inc., 1978. 139 pp.

Availability:

International Reading Association
800 Barksdale Road
P. O. Box 8139
Newark, DE 19711

Order Number:

ED 162 283

Abstract:

The developers of this synthesis on research in reading began by interviewing teachers, supervisors, and administrators to discover substantive questions they wanted answered about the teaching of reading. These questions were synthesized and categorized and directed to members of the reading research community. The result is a book containing twenty-four questions posed in the context of actual classroom situations. Each question is followed by a discussion which both summarizes and interprets what research has to say relating to the question, a summary of the discussion, and references that are recommended for additional reading on the topic. Five categories of issues on reading are presented: The Nature of Reading and Its Instruction; Reading Readiness; Developing Reading Skill; Reading Comprehension; and Difficulties in Developing Reading Skill.

Descriptors:

Beginning Reading, Elementary Education, Literature Review, *Reading Comprehension, *Reading Difficulty, *Reading Instruction, *Reading Readiness, *Reading Research, *Reading Skills

Accession Number: RE 248

Zintz, Miles V. The Reading Process: The Teacher and The Learner. Second edition. Dubuque, Iowa: Wm. C. Brown Co., 1970.

Availability: **Order Number:**

Wm. C. Brown Company Publishers
2460 Kerper Blvd.
Dubuque, IA 52001

Abstract:

This text is intended to help the classroom teacher to be a diagnostic teacher of reading every day. The book begins with a discussion of the scope of the reading program and proceeds to consideration of psychological and linguistic foundations for reading. The author emphasizes that the good teacher, not some special twist in methodology, is the variable that most determines teaching success. To encourage "good" teaching, the author provides an instrument for diagnosing reading levels of students, suggestions for analyzing classroom interaction that affects learning, and suggestions for teacher-parent interaction. Part Two of the text is devoted to developing skills in assessing pre-reading skills and in teaching beginning reading. Part Three deals with programming for each child and discusses the various developmental skills necessary for children to become independent readers. Part Four discusses diagnostic teaching for the "deviant" child, whether he is linguistically different, cuturally different, gifted, retarded, emotionally disturbed, or neurologically impaired. A final section of the book deals with evaluation procedures. There are extensive references at the end of each chapter for further information on a specific aspect of diagnostic teaching.

Descriptors:

Reading Processes, Reading Diagnosis, Reading Programs, Reading Skills, Beginning Reading, Reading Instruction, Evaluation, Reading Readiness, Developmental Reading, Exceptional Child Education, Diagnostic Teaching

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